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Collaborative English Writing Based on Peer Mediation: How Two Young EFL Learners Transform the Writing Experience

동료 매개에 바탕을 둔 협력 영어 쓰기: 두 명의 아동 **EFL** 학습자가 쓰기 경험을 변화시키는 과정

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염 세 미

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by
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ABSTRACT

Collaborative English Writing Based on Peer Mediation: How Two Young EFL Learners Transform the Writing Experience

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Previous research has demonstrated how peer interaction has positive effects in second language learning. Collaboration as instinctive human nature has been a center of scholastic inquiries through strands of L2 studies. There is yet a strong need to explore the influence of interactional discourse on learners' writing outcomes. Children, who are known to possess strong "sensitivity to input" (Long, 2003), can become suitable target learners who are expected to vitalize it by creating written output.

The present study observes two young learners during EFL writing class engaging in collaborative writing tasks and how each of their linguistic and behavioral development affects reciprocal progress. Fifteen weeks of investigation aims at answering three research questions: 1) How do EFL learners express themselves in collaborative L2 writing? 2) How do EFL learners focus on form in collaborative L2 writing? 3) How do EFL learners react to collaborative L2 writing? To deeply look into multilayered personality, detailed learner profiles were gathered, which helped build up on-going writing curriculum corresponding with individual needs.

Transcribed data, along with written outcomes and questionnaires were collected and analyzed in qualitative manners. The first round of coding identified discourse into four types of evidence which can reveal the main features of collaboration: LREs (Language-Related Episodes); CREs (Content-Related Episodes); teacher elicitations; and learner initiations. The second coding stage organized the meaningful discourse samples with written pieces into three themes equivalent with each research question.

The major findings respond to the overarching concerns of the current study. After examining the expression of personality by writing partners, first of all, they turned out to possess distinctive learning styles and strategies which required negotiation. Next, considering form-focusing aspects in writing context, both learners constantly mediated each other's interlanguage rules and construction of form-meaning relationships. What comes to count as recreating collaborative L2 writing experience is that the dyad sought to become responsible, coordinating, and autonomous over time.

The interpretation suggests that collaborative communication between learner dyads can generate synergy in learning how to write in L2. The application to classroom settings to enhance efficiency is palpable with duration of practice and consideration of dyad specificity.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

LIST OF EXCERPTS

CHAPTER 1
INTRODUCTION

The study casts light on a dyad of EFL learners who construct writing experiences with a medium of peer collaboration. It attempts to claim the positive influences of collaborative writing tasks on mutual L2 development by triggering constant mediation with learning partners. This introductory chapter contains the background in which the research is rooted in Section 1.1, suggests its goals and rationales in Section 1.2, and establishes overall structure of the thesis in Section 1.3.

1.1 Context of the Study

There are significant findings which claim the benefits of shared writing tasks among peers which generate interaction (Choi & Kim, 2010; Storch, 1999; Storch, 2005) in the SLA area. Mutual aid and cooperation lie within human nature, as Hamann, Pienaar, Boulogne and Kranz (2011) show in the research with children collaborating to help one another. Besides, task-work with two-way collaboration provides the opportunities for interaction and feedback, which provides access to the implicit and explicit learning that successful learning requires (Long, 2015). Still, the effect of collaborative tasks and peer interaction on writing shared by learners with mixed proficiency has not been thoroughly discussed in a number of studies.

Vygotsky(1987, cited by Lantolf & Poehner, 2008) formulated the ZPD (Zone of Proximal Development) as a means of conceiving the dynamic interactions humans have with surroundings such as other beings or artifacts and how this leads to development. He argued that abilities that are ripening can only be revealed by exploring individuals' responsiveness to various forms of mediating support. One type can be named as "explicit mediation" which occurs as a consequence of formal education. It is intentionally and apparently practiced in a series of activities either by the individual or by someone else (Wertsch, 2007, p. 180). As soon as young learners start to go to school they become automatically part of mediating process with people present: classmates and instructors. Intertwining the mechanism with language learning can boost learners' cognitive and affective engagement in SLA.

As Long (2015) argues, young children who are sensitive enough to notice and absorb the change and influence surrounding can gain positive evidence easier, which leads to language acquisition. With this "sensitivity to input", which helps them interact with the perceptual salience of linguistic features, young learners can learn from observing peers' output and behavior and create their own in more facilitative ways. Therefore, it is logical to speculate how writing tasks promote these child learners' input-output connections so that they can properly recognize meaningful input and rephrase it into their output.

There is lack of writing instruction in Korean EFL classroom especially in elementary schools (Choi & Kim, 2010), which directly leads to shortage of time to practice writing. That is to say young students who have not been provided out-of-school sources do not gain sufficient opportunities to turn L2 input into output in classroom. Thus, efforts to give them extensive opportunities to learn how to write are necessary. Furthermore, education in South Korea is known to be overly structured (Long, 2015), and English class is narrowly steered towards successful achievement in university entrance examination. To change the orientation looks challenging because there has been deep-rooted convention to appraise top prestigious universities in the society.

Every learner ought to probe and express individual needs to study L2 but Korean EFL learners are forced to neglect their own and pushed to accept social demands to have good grades in tests, even before they go to secondary school. Besides, regular classrooms are not structured to meet the diversified learner needs (Harper, Maheady, & Mallette, 2001), which is not an exception in Korean context considering more than thirty students packed in one class. To construct effective school environment, "workable arrangements" (Levine & Lezotte, 1995, p. 531) encompassing learners with different backgrounds, language proficiency, personality, and interests are fundamental.

Researchers have stressed that cooperative learning methods narrow the

achievement gap between low and high achieving students and provide exceptional language practices when it comes to collaboration across grade levels (Hall, 1993; Lindholm-Leary, 2001). Based on Korean national education system which has combined two grade levels into one English curriculum in elementary schools, class integration and student communication beyond grades should be implemented.

1.2 Purpose of the Study and Research Questions

I outlined a descriptive case study for two young EFL learners with different age and proficiency engaging in a 15-week collaborative writing class. As Ellis (1984) and Ohta (1995) suggest, an investigation into the small number of learners makes it possible to focus on individuality with a long-term, holistic view into learner nature. Furthermore, casting narrow spotlights on a few participants facilitates comparing and contrasting learner behaviors within a particular context (Mackey & Gass, 2005), which fits to observe learner pairs with different personalities and learning styles and look into their needs with lots of shapes and colors.

Language learning strategies were stressed as key variables by Skehan (1989) in his learner identity research framework following language aptitude and motivation, and Skehan (1991) added learner styles as a fourth major variable. The cognitive style, the affective factors, and "personal

variables such as extroversion, risk-taking and sociability" constitute multidimensional learner characteristics. I intend to investigate from L2 writers' task participation how they operate different learning styles and strategies with personal experiences within specific contexts, which would construct and analyze multimodal learning environment and meaningful interactions with peers (Goodman, 1986; Kress, 2000).

For EFL learners, to acquire language form without deliberate attention is hardly possible. The necessity for assisting learners' noticing new items and connecting them with meaning is obvious in this case. I try in this study to encourage the learner pair to enjoy freedom to produce language form in writing contexts and discuss form-meaning relationships exchanging their own knowledge. I, as a teacher, can act as a provider of learning environment in which child L2 writers pay attention to form at the right timing. That is, students lead and the teacher follows (Long, 2015, p. 70) in class so they actually decide which content and form to learn according to their developmental stage. Based on this principle, I pose myself as an introducer, supporter, and back-up instructor when they need additional guidance.

Notwithstanding the necessity for young EFL writers to make form-meaning connections, it is important to keep track of the ultimate goal of students' learning writing. For young EFL learners especially who just started to be exposed to the language, writing is not a means of finding a job,

nor persuading a reader about social issues. It is about seeking one's individuality, sharing feelings with others, and transforming oneself throughout reflecting oneself. In line with the expressivist view of writing, I posit L2 writing in this research as a way of personal expression (Hyland, 2002), and I seek to figure out learners' intentions, thoughts, and reactions developing through the heart of the writing process. With a writing partner attendant, the students can participate in self-expressive writing blended with socio-constructive factors. Partnership among peers can be fundamental to increase the actual amount of time students are engaged in writing tasks.

The study desires to gauge the applicability of a pedagogical relationship between young learners and peer-mediated writing tasks in EFL classroom by examining a pair who co-develops writing outcomes and each other's L2 learning as well as investigating learner discourse with multicolored qualities. I aim at eliciting learners in early teens to mediate each other's task-based learning, which can grow over time and become more and more interiorized (Lantolf & Poehner, 2008). A mismatch in learners' proficiency is intended to generate more negotiation turns, as proved in Gass and Varonis's (1989) findings.

While the dyad actively negotiates to create a single outcome, I contextualize meaningful interactions between a learner and a mediator, an expert or a peer, which helps enrich learner profiles (Lantolf & Poehner,

6

2008) to depict shifting aspects in language acquisition and motivation. Arrays of learner discourse and behaviors over time are to be examined in order to discover the ways the learners reveal unique learner characteristics, to observe the meaningful negotiation process in acquisition of language form, and to describe how they deal with new L2 learning experiences of collaborative writing. Three research questions are established to indicate three key points of the intent:

    1) How do EFL learners express themselves in collaborative L2 writing?

    2) How do EFL learners focus on form in collaborative L2 writing?

    3) How do EFL learners react to collaborative L2 writing?

1.3 Organization of the Thesis

The current thesis is composed of eight chapters. Chapter 1 introduces social and educational context of L2 learning in which I posed the rationale and questions to conduct a study. Chapter 2 provides three major stems of academic background on which the research develops. Chapter 3 starts with introducing two participants, adding the investigation process of data collection and analysis. Chapter 4, 5 and 6 present three salient features examined after analysis corresponding with each research question. Chapter 7 contains expanded discussion about the results, and Chapter 8, as the final sector, elucidates academic and educational implications of the study which

proposes future path of L2 learning research.

CHAPTER 2
LITERATURE REVIEW

In the coming chapter, the strands of previous literature to which the core of current study is underpinned are presented. Section 2.1 describes theoretical foundations of the benefits of peer interaction in L2 classrooms. Section 2.2 reviews various aspects of collaborative learning which are stemmed from sociocultural perspectives. Lastly, section 2.3 narrows focus onto the arrays of L2 writing practice which are supported by mediation between learners.

2.1 Peer Interaction for Eliciting L2 Learners' Potentials

The significance of interaction in language acquisition goes a long way to Interaction hypothesis proposed by Long (1983). He suggests that the linguistic adjustments and conversational exchanges made by the agents who take part in interaction may facilitate language learning. He also maintains that interaction serves as a positive role for learners, because it 'connects input, internal learner capacities, particularly selective attention, and output in productive ways' (Long, 1996, p. 451).

As introducing the empirical studies probing the relationship between conversational interaction and second language learning outcomes, Mackey (2007) asserts that the pairing of learners with other learners rather than with qualified speakers may generate new kinds of learning opportunities.

Learner intake appears to differ qualitatively according to the relative knowledge and levels of colleagues, possibly resulting in different aspects of collaborating. To provide empirical evidence to decide whether learner-learner interactions benefit language acquisition, Adams (2007) employed three interaction sessions for 25 ESL learners, each of which contained three treatment tasks created to target three linguistic forms. One of the most remarkable efforts made here is that the researcher tailored post-tests on the ground of data analysis of transcripts. Based on the feedback episodes, test items were produced respectively for each student. Although time span was not long enough to promote learners' acquisition in linguistic systems, the results indicate the possibility to predict that constant exposure to exemplars may trigger learner awareness in the association connected with the systems.

When Tarone (2012) deployed improvised communicative tasks shared by peers to estimate development in learner language, in addition, six different perspectives were highlighted by the language teacher: individual differences among the learners; error analysis; interlanguage and developmental sequence; language learning in interaction; referential communication; and complexity in learner language. In interactional turns by "Sophia" and "Anna B", who learn Korean as L2, it is found out that both learners continuously produce the word "ha neul" (sky) in a battery of meaningful exchanges, which reveals that "Anna B's" scaffolding helped "Sophia" acquire a new Korean word in unrehearsed communicative tasks.

The finding consists of the body of research which can further probe meaningful exchanges between learners which not only helps them acquire new language forms but also enhance fluency and complexity of learner language.

In the process of investigating various types of peer interaction which may affect its quality, Ross-Feldman (2007) hypothesizes that gender can be one of the critical variables which can affect outcomes for collaborative tasks. Not only gender difference, but also difference in age, relationship among learners, characteristics of the setting and tasks is it to be considered as the researcher argues. Besides, according to Aries (1996), unique features learners possess may not be identically presented in interactional practices using different languages. That is, it is appropriate to distinguish interaction in L1 with that in L2 in terms of qualitative observation of learners. Moreover, Scott and de la Fuente (2008) found that learners who were allowed to use the L1 in collaboration had more natural and balanced interactions, and employed more metalinguistic terminology to complete tasks. I therefore allowed the participants to proceed interactions in L1, so that, first, they could feel comfortable taking part in the tasks, and second, learner identity can be highly prevalent in communication.

When inducing peer interaction, tasks are considered to be efficient especially for examining L2 development, as they encourage learners to do experiment with language for both practice and negotiation of meaning

(Ellis, 2003). In terms of writing tasks, learners are able to create message-based contexts using linguistic forms. In other words, they can have the chances to naturally focus on grammatical forms they create by which L2 development may occur (Long, 1996). The findings of Adams (2007) also support methodologies such as task-based language teaching that can promote focus on form in the context of meaningful communicative practice. Related study of Adams (2006) has indicated that the existence of a writing component to communicative tasks increases learners' attention to form. An assumption can be made that, when engaged in collaborative writing tasks, learners can fill their interaction with explicit and implicit feedback, which in turn will enhance the profoundness of written production. Accordingly, the current research tries to probe peer interaction during collaborative writing tasks which can evoke L2 development on the mutual basis.

2.2 Collaborative Learning Built upon Sociocultural Theory

The significance of social and collaborative interactions in human learning has been supported by a wealth of literature maintaining sociocultural theory (Reid, Forrestal, & Cook, 1989). Sociocultural theory based on the Vygotskian perspective includes the understanding that language and literacy development are both sociolinguistic and psycholinguistic processes (Goodman, K., Goodman, Y., & Flores, 1979) in which humans and

surrounding environment are transformed through mediation. Atkinson (2010) also posited that SLA occurs when a learner tries to fit oneself to one's environment, mediated and scaffolded by different actors and structures. Harper and the colleagues (2001) contend that cooperative structures have strongest potentials to create "friendly, mutually assistive, and supportive" class environment in which every child may appreciate social acceptance with freely-flowing language experience. It generates synergy among learners, which connotes creativity, inventiveness, and excitement in human exchange and invites honest communication and mutual problem solving (Leff, Thousand, & Nevin, 2001).

Benefits of cooperative learning towards learners are also classified by R. Johnson and D. Johnson (2001) in five elements: a) Perceived positive interdependence; b) Promotive face-to-face interaction; c) Individual accountability and personal responsibility to achieve mutual goals; d) Vigorous use of the relevant interpersonal skills; e) Frequent team processing of learning to improve future effectiveness. Situated in a cooperative environment, individuals elevate themselves to interact with each other, encourage each other's success, and give feedback. Such efforts tend to establish an atmosphere in which each child accepts oneself as a competent person.

There are some practical methods to elicit collaborative learning of which strengths I implemented in this study. First of all, Structural Approach

(SA) includes simple group structures such as Think-Pair Share, Roundtable, and Pairs Check (Davidson, 2001). It aims at offering students as many opportunities as possible at any given time. The roles of teachers are significant to build team climate which encourage mutual support, value differences, and experience synergy through interactions. To induce collaboration teachers may employ "a cooperative classroom management system" that adopts a quiet signal or gesture, class norms to strengthen partnership, positive remarks for respecting each other, and appraisal on co-created outcomes. I as an instructor also attempt to apply these systematic approaches to mutual learning environment in order to invigorate positive interaction.

In another design called Complex Instruction (CI), tasks designed to enhance multifaceted abilities are incorporated for cognitive, visual, and organizing skills. Cohen (1986) adopted this approach with the unique attention to individual students' status within the classroom. Setting the stage for the assignment of competence is done by the teacher identifying the status of students and looking for their areas of competence. It also can help when an instructor elucidates different learning stations of each peer to make them understand the distinction. Cooperative behaviors are taught, learned and practiced through group discussion and structured exercises. The roles of the teacher are to give feedback and comments on groups' collaborative processes during the wrap-up phase discussing how group

functioning could be improved in the future, as was done in the current research. The teacher in CI acknowledges quality performances of a child of low status, on the basis of which I intend to address a progress of a student with higher proficiency as well. My questions serve as stimulating and extending children's cognitive process.

Finally, a collaborative design called Partner Learning provides critical insights to the current study since it posits a peer tutor as a cost-effective, educational resource in social and instructional aspects (McNeil, 2001; Thousand & Villa, 1990; Madden et al, 1991). The teacher freely serves as an instructional and procedural manager who assists tutors when necessary while partners are working in a one-to-one situation. Peer-tutoring partnerships can be efficient for teachers because they increase the amount of "individualized instructional attention available to students" (Villa & Thousand, 1988).

Peer tutors are beneficial especially in positing themselves on a closer level with tutees. For example, they can use more age-appropriate and meaningful vocabulary and examples than adults. They can also be empathetic about the tutee's language issues and direct in pointing out the problems (Thousand & McNeil, 1990, p. 8). In Partner Learning a peer with higher ability is trained as a tutor, but the one in this study is not in order to avoid disrupting the findings and compare development naturally observed among participants (Adams, 2007).

Narrowing down the focus on dyadic interaction occurring in collaboration process by peers, Storch (2002) yielded four types of communication to reflect learners' degree of equality and mutuality to each other, which are "collaborative" (high equality, high mutuality); "dominant/dominant" (high equality, low mutuality); "dominant/passive" (low equality, low mutuality); and "expert/novice" (low equality, high mutuality), the learner pair presented in the current study can be characterized as "expert/novice".

As Watanabe (2008) who used the same categories in the research proved before, I aim at drawing out the conclusion that dyads consisting of high- and low-ability learners have benefit from their interactions when working collaboratively. Since I as a mediator also actively engage in the learning process, I develop my position into structuring the learning experiences and acting responsive to discussions and requests in the present study, while becoming intimate with students (Reid et al, 1989). That way, the participants can appreciate "the honest and candid atmosphere created through considering the researcher as a colleague" (Mahoney, 2012).

2.3 Learning to Write in L2 in the Context of Peer Mediation

There are indeed acknowledgements on literacy activities having positive effects on L2 learning, which maintain the printed word plays a critical role

in language learning experience, especially for foreign language students (Bruton, 2007). Although communicative language teaching might have underestimated the value of writing, as Byrnes (2011) points out, writing activities can pave the ground to flourish language learning and content learning. In line with Systemic Functional Linguistics to catch the association between meaning and form and development in L2 writing, the researcher observed a student with early advanced skills in German as a Foreign Language. The participant Jill, who acted as language learner and writer at the same time, made questionnaire responses which show a relationship between content and language learning when language learning is manifested as "a language-based thinking activity" (Byrnes, 2011, p. 140).

Of the general dimensions of L2 writing Manchon (2011) presents, the crucial one is the sphere in which L2 users learn to express themselves in writing. Learner-centered writing gives students a sense of ownership and helps them obtain strong learner identity, which is why a primary focus of current composition pedagogy in the U.S. is the learner and his/her language learning process (Frodesen & Holten, 2003). However, its nature emphasizing on individual psychological factors might neglect social purpose of writing and shadow the advantages of supporting learner freedom. In order to lessen the influence of an asocial view of the writer, I seek to blend social constructive factors into self-expressive writing by situating another learner who serves a role of writer and reader at the same

time.

Responses are crucial in assisting learners to move through the stages of the writing process and various ways of providing feedback can be used. Not only do teacher responses play a major role, but peer responses help clear the doubts of the writer-centered model, which is often considered asocial. Barnard (2002) also expressed his interests in scaffolding within the Zone of Proximal Development by a more able peer. In his research he discussed that a pedagogical relationship could emerge between young learners in a school classroom. Besides, the role of peer tutor might enhance the learning of both partners. From a sociocultural perspective, language is essential to the formation of concepts, as Mercer (1994) claimed that education develops with support of shared understanding. By offering guidelines suitable for learners' needs, peer tutors can act as audience and advisor who actively try to improve their own writing abilities as well.

Comparing individual work to collaborative work and studying the nature of peer assistance, Storch (1999) found that collaboration and the metatalk it generated had a positive effect on overall grammatical accuracy. She indicated that pairs spent more time on task as they discussed the changes, which clearly resulted in more accurate performance. Not only for grammatical accuracy, the pairs produced better texts in terms of task fulfillment and complexity (Storch, 2005). Most students were positive about the experience, but collaborative writing tasks implemented in the

writing classes were generally aimed to prepare students for the eventual individually written assignment. Therefore, there is a need to generate authentic tasks which are optimal for collaborative writing instruction.

The relevant efforts were made by Kowal and Swain (1994) to investigate positive effects of collaborative production tasks on language awareness. They observed mixed ability Grade 8 students in Toronto who were encouraged to work as pairs in French dictogloss tasks. The form of a dyad was most suitable for the study as it lessened the possibility for some students to have a minor role in co-writing. As a result of analyzing CLREs (Critical Language-Related Episodes), which consist of language-focused discourse, the authors discovered that discussion between learners generated learning opportunities and enhanced their understanding of certain form/function relationships. The successful collaborative learning experiences were available to students since the pairs were grouped with proper degree of heterogeneity and acknowledged each partner's perspectives (Stone, 1993, p. 178).

One of the most recent inquiries into dynamic patterns of collaborative writing derives research source from online technology called wiki. Li and Kim (2016) focused on peer interaction by two groups of ESL learners in an English for Academic Purpose (EAP) course in the U.S. The researchers attempted to examine how differently language functions and writing change functions are manifested comparing two groups' wiki interaction. In

addition, they especially organized major scaffolding strategies to code the variance of interpersonal episodes in the sociocultural perspectives. As a consequence, it was shown that multiple factors such as the participants' language history, communicative strategies, and the affordance of the technology can mediate learners' collaborative writing process in various ways. Moreover, instructors need to be careful in choosing task topics and assigning a leader to support every learner's mutual engagement. The study lays structural foundation on the future avenue for collaborative writing research using developing online tools. Through decades with the perpetual agenda learners involved with peer-mediated writing have been brought to light in different contexts. Yet, individualized spotlight on students in multifaceted environment is still needed to better comprehend learner dynamics evolving with every shape of interaction. Therefore, I opt to scrutinize personal factors which are subject to develop through an ample amount of time in relation to L2 writer partnerships.

CHAPTER 3
METHODOLOGY

This chapter opens with introducing overall history and personal traits of two participants, Joon and Sooji (both pseudonyms) in Section 3.1. Next, materials developed and organized for the experiment are explained in Section 3.2, followed by the details of how the syllabus is arranged for each class in Section 3.3. Section 3.4 specifies the sequences of gathering data, and section 3.5 finally clarifies the qualitative data analysis procedures to draw out broad interpretation.

3.1 Participants

As a purpose of stimulating co-dependent relationships taking advantage of differential status of learners, I chose two participants, who are a sibling, with a 12-year old older male student and an 11-year old younger female one. As Galliano (2003) proposes, gender differences may be more inclined to emerge in contexts in which the relationship between interactants is not parallel, that is, if one learner took greater charge of tasks than the other. With this idea as a support, I attempted to draw positive effects out of gender difference, intimacy, social roles, and the distinctive personalities my participants contain.

21

3.1.1 Joon

Joon is a sixth grader in an elementary school and has transferred to the current school this year. He had checked Sooji's English assignment for two months, but did not exactly teach her any English skills. In the preliminary interview, he did not contact eyes with the teacher a lot, which showed his introverted personality. Although his voice was small and low giving relatively short answers, he started to speak first for the interview questions. He talked bluntly and acted mischievous, for instance mocking his sister of not having any strength, but he felt comfortable with studying with her ("It would not be awkward.").

At first he used to act shy and almost whispered even when he initiated to correct Sooji's grammatical errors. He was not entirely sure about his knowledge so on Day 2 he rather stayed silent when teacher asked questions to both of them. However, he became more relaxed and active throughout the session and his opinionated personality became prevalent. He teased Sooji a lot about her general behaviors and English skills as he postulated himself as a more proficient learner. His mischievousness grew when he produced wrong answers or his error was pointed out by Sooji in an attempt to hide the embarrassment and divert participants' attention. He tended to insist his words even though Sooji suggested more plausible ideas. When sharing how they perceive characteristics of each other on the first day, he

would not give in to Sooji and even the teacher about the subsequent turn. His stubbornness stood out throughout the session.

He started to learn English at 7 in the kindergarten and had received private tutoring until last year. In the interview he told the teacher that it was grammatical knowledge that was highlighted most in the lessons. Answering the question about the setting of tasks in English class, he expressed that he prefers to do tasks individually, but he would do collaborative tasks with close classmates to whom he could be connected. He did not admit that he was a diligent or excellent learner even though his sister insisted his earnestness in the preliminary interview. Even for the trivia quiz for answering preference and personalities of each other, however, he was prudent in writing down the answer by taking time to find the right words.

Joon, here as a learner, would also play a role as a peer tutor and an interlocutor for Sooji along with teacher, which gave him "a role-specific identity" in cooperative L2 learning settings (Zhou, 2012). As a result of the preliminary test, it was found that he had basic lexical knowledge and was able to read vocabulary which indicates profession, place, or color. He also knew how to gather information from reading materials and reconstruct the summary sentences. However, he did not gain any points for the questions which did not provide example words to make reference. Besides, he had not acquired the proper uses of articles, possessives, or prepositions. In terms of sentence structures, he was not familiar with subject-verb

23

agreement and redundant past verbs (e.g. "was felt tired"). The details of analysis were included in learner profiles from which I devised writing tasks and created on-going curriculum.

3.1.2 Sooji

Sooji is a fifth grader in an elementary school and she had taken English classes from the teacher for a year, like her brother, before she was transferred. Before the start of the session, she already seemed comfortable with talking to the teacher, naturally contacting eyes with teacher. She showed gratitude to take part in the sessions even in diary, reporting that she "anticipates next class", or she "feels like getting smarter". She was prompt and swift in answering the questions, but she also tried to meet all the teachers' needs by checking the details every time the teacher gave instructions in the management context.

When I asked the learners to share their answers for the trivia Sooji elicited his answers and led them to go on to next questions, which showed her eagerness to take the initiative. She tended to bring up arguments when she had different ideas from Joon's, but she occasionally chose to give in for his sake and agree with him. This quality reveals that she could compromise with her older brother and respect his knowledge when necessary. In the interview, she asked Joon for clarification about the information of family

trip, which he denied. She then decided to not to make the dispute any longer even though she believed she was right. She felt friendly to her brother, playing back with his jokes.

Her starting age of learning English is 6 in the kindergarten, and for the first two years of elementary school she also received tutoring. The lesson focused on listening skills, by exposing her a lot to video clips and recordings. After she became 9, she quit the private lesson and started to take English class in the elementary school. This history goes with the fact that English class is first provided to third graders in every primary school following Korean educational curricula. She told the teacher in the interview that she preferred group work because "it is more fun to get to know her friends better". She habitually used the strategies of thinking aloud while doing writing tasks and asked the teacher if she could read aloud the questions when taking tests.

Based on the fact that Sooji's initiation of negotiation has occurred more often, it can be proposed that she excels in using the strategy of interpersonal cooperating. The initiative spirit of Sooji mostly stood out during collaborative tasks. On Day 3, she volunteered to come up with a story with her prompt creativity, and gently asked Joon to write it down in English by praising his writing aptitude in a subtle way. Sooji tried to elicit Joon to speak up in louder voice by echoing his instruction. She was responsive and active in teacher's instruction as well, showing attention by

repeating her words. Sooji was clumsier and felt more comfortable in the class, so she sometimes did not bring the file, gets late, or ate during class. Joon, who was on the other hand neater and more punctual, always kept desk clean with a dust vacuum and nagged her about the misbehaviors. When she was late on Day 4, Joon made her give sincere apology to the teacher, which shows his sense of responsibility and authority.

Sooji, as a beginner, had minimal knowledge in grammar and vocabulary. She was able to understand spoken words such as 'bath', 'mirror', or 'garden' but did not know how to read or spell it. This fact indicates the critical need for her to improve literacy skills on the word level. In the preliminary test, she would ask teacher to explain the questions or meaning of words. The teacher therefore offered the description of the questions, but about the vocabulary induced her to guess it by reading aloud for herself. Minimum interference was made by the teacher or Joon, but the aspect was to be changed in the formative and final test.

3.2 Materials

The present study utilized a wide range of pre-designed tasks developing itself as an interaction-based research, it. The essence comes from mixed proficiency tasks since the dyad consists of one of higher and one of lower proficiency (Long, 2015, p. 244). Tasks were developed based on the

categorization of criteria suggested by Long (e.g. content, medium, agent, target grammar structure, length). The tasks mostly take two-way flows of information to generate interaction, and there is no standardized response required because the main goal of tasks is to concentrate on the learners and learning processes and to bring out their own language, ideas, and experience.

Pedagogic tasks enhance their complexity over time (Long, 2015, p. 225), and if certain tasks were too challenging for the learners, they were disassembled into pieces of sub-tasks and done over multiple lessons. Or pre-tasks were attached to provide thick "schema and background information" (p. 226). According to Cummins' framework to divide tasks in terms of contextual range and cognitive involvement (Cummins, 2000, p. 68), overall tasks of the session were represented as context-embedded and cognitively demanding. In particular, collaborative tasks require active interpersonal cues and cognitive involvement, so in this case the learner pair needed to operate "double-cognitive" systems.

Learners' comments and feedback on class materials were highly appreciated by the instructor. In this way, they could feel their opinions are respected and they would think of themselves as decision makers for class, not the receiver. This belief corresponds with an egalitarian approach to teacher-student relationships, which can set the ground for psycholinguistic conditions to benefit language learning (Long, 2015). To enhance concurrent

engagement by learners, task-designing principles are in concert with the key features provided by Meskill (1999): a) Have more than one answer or more than one way to solve the problem; b) Are intrinsically interesting and rewarding; c) Allow different students to make different contributions; d) Use multimedia; e) Involve sight, sound, and touch; and f) Require a variety of skills and behaviors (p. 145).

The key principles to develop tasks which realize learner-centeredness were also followed: 1) course content is locally conducted based on learner needs; 2) Attention to language form corresponds with learner's internal syllabus; 3) learnability precedes teachability; 4) instruction is individualized based on learner difference (Long, 2015). While completing tasks, direct instruction from teacher was to be minimalized and feedback was provided after the learners are finished writing. The reasons are, first, it gives space for interaction between the learners and second, learner-centeredness blooms out of 'intrinsically motivated, student-initiated learning' (Smith, 1983).

Devising production tasks to facilitate learning to write, five types of knowledge Hyland (2011) stresses were taken into consideration: a) Content knowledge which contains the ideas and notions about the theme; b) System knowledge which represents the syntactic and lexical norms; c) Process knowledge which signifies the manners and procedures to carry out a writing task; d) Genre knowledge which indicates communicative functions

of specific genre; and e) Context knowledge which considers readers' interpretations and cultural appropriateness. In line with the definitions, I attempted to equip the chances to expand content knowledge based on pre-writing activities, refine their system knowledge by constant use of exemplars and subsequent instruction, and gain a sense of process knowledge particularly for collaborative writing task strategies. The areas of genre and context knowledge were not as highlighted as others regarding the participants' age and level of English proficiency.

Input materials contained authentic oral or written resources such as video clip, child literature, advertisement, or magazine, which entailed genuine, native-like sentence structures. In terms of children's literature, both fictional and non-fictional genres were offered including short stories and instructive books for alphabet, vocabulary, and geography. It is consonant with "the whole-language approach", which promotes learning environment full of authentic literature to build up literacy (Lindholm-Leary, 2001). Because most tasks required learners' productive creativity and imagination, understanding one hundred percent of all the input was not mandatory. The teacher made sure that students would not feel pressure to comprehend every single sentence from input. From the second half of the session the learners were allowed to make reference from online dictionary as "help facilities" (Pujola, 2002) only when they felt the urge to complete the writing task independent from the teacher.

Homework had two major functions: for pre-writing and reviewing. Some assignments encouraged the learners to search for information or think of ideas to apply to coming class, and others helped them confirm the knowledge earned in the previous one. Assignments also have iterative properties because the instructor encouraged the participants to choose the topics of their interest. It followed a statement by Levy and Stockwell (2008) that in and out-of-class work need to be agreeably orchestrated. It was designed to be completed individually or collaboratively just as writing tasks. In individual assignments, the level of difficulty was differentiated according to each learner's proficiency. At-home worksheets would be organized chronologically with class materials, individual data, and test results to consist of portfolios, through which each learner can seek information and reflect task history in any occasion needed.

3.3 Procedure

As the nature of this research lies in an in-depth case study, I hypothesized that a session which lasts a semester would secure enough tokens to analyze unique verbal and behavioral aspects of each learner. The 15-week curriculum was carefully planned, but it was subject to change according to students' performance and reactions observed. This tendency reflects the process syllabus because it is subject to constantly change by negotiation

among teacher and learners. Of course there is pre-planned curriculum, but the complete picture can be described "once a course has finished" (Long, 2015, p. 219).

The participants were designated after posting the recruit and goal of the research on an elementary school board and gathering voluntary applications from students. Before the session started, I had a meeting with the potential participants and their guardians to describe a brief summary about the content, procedures and purposes of the study, as well as the possible risks and advantages for them to make final decisions. A clear explanation about how and why collaboration with each other would benefit both of their language learning is added. The rights which the subjects could exercise in any condition were also notified. Consent forms authorized by the university IRB were signed by the students and parents beforehand.

Table 3.1 shows summarized curriculum of the session with task details. To develop task curriculum, I followed the steps and processes in task-based language teaching syllabus design by Long (2015). I derived target task-types by concisely labelling, and lastly classified the task types and clarified the sequences they would take. Task modification and rearrangement occurred in iterative ways constructing learner profiles in order to lessen mismatch between the students' learning styles and the language tasks (Dornyei, 2005, p. 155).

Table 3.1 *Syllabus of the session*

	Target topic	**Target structure level**	**Materials**
Week 1	Preliminary interview		
	Pre-test (Cambridge English Language Assessment)		
	Perceptional learning style preference questionnaire (Reid, 1987)		
	Big Five Inventory (Costa & McCrae, 1992)		
Week 2-4	Talking about myself	word/phrase/sentence	worksheets
Week 5-8	Observing the world	phrase/sentence	worksheets/video clips/images/maps
Week 9	Intermediate interview		
	Task-based formative evaluation		
Week 10-12	Expressing my opinions	sentence/paragraph	worksheets/picture books/websites
Week 13-15	Sharing my stories	sentence/paragraph/ essay	worksheets/ magazines/ online dictionary/portfolios
Week 16	Post-test (Cambridge English Language Assessment)		
	Final interview		

The course followed the hybrid syllabus in which the unit of task, topic, and function were combined to be realized in a lesson. It tried to implement genuine tasks which are specifically designed for two learners because, as Long (2014, p. 259) proposes, the best materials are locally produced. Linguistic abilities were targeted to be learned at the same time students participated in tasks and produced communicative written outcomes, corresponding with Hatch's (1978) idea that learning grammar evolves out of language use. Regarding learners' existing ability in producing written forms, word as the subcomponent was often studied initially in isolation, and then sentence or paragraph building skills were subsequently acquired

when it was successfully integrated into the larger context (Wilkins, 1976). Corrective feedback by a more able peer and the instructor occurred in response to students' language production during interaction, which is congruent with 'reactive approaches' for form-focused instruction (Lyster, 2007).

The syllabus shared particular traits with topical syllabi in that it covers topics such as geography, culture, and sports. Covering different subject areas can help learners become exposed to a greater variety of verb forms and grammatical structures (Lapkin et al., 1990). It also contains major characteristics of the notional-functional syllabus as it encourages the learners to exploit functions such as advising, introducing, storytelling, comparing and contrasting, describing, predicting, expressing opinions, promising, and asserting. These functions combined forms and lexical items in the task so that the learners could achieve each category of language abilities altogether.

Each class started with checking homework and diary, and reviewing what they wrote and learned in the previous class for retrieving memory. As learning partners, the students participated in a series of customized tasks, the types of which were manifested as independent and co-dependent in rotation. In both categories one of the main goals is to maximize "simultaneous interaction" (Davidson, 2001) to facilitate writing process. When finishing their individual tasks, the learners were elicited to exchange

the outcomes and express their opinions about the other's work. In this way, they could become aware that there is always more than one potential reader for their product. Talking about the contents would help the learners become good listeners and get interested in each partner's writing. To co-create a piece of writing in collaborative tasks also implies the ongoing interaction within the pair for negotiation of meanings.

The researcher in the end offered grammatical instruction out of the learners' outcomes, which would be directly connected to their needs. In terms of editing, furthermore, teacher intervention was highly situated. The rationale is provided support by the groundwork of Ellis (2002) and DeKeyser (1998) that explicit instruction plays a major role in students' conscious awareness of grammatical forms, which contributes to the acquisition of implicit knowledge and the development of explicit procedural knowledge in L2. It is consistent with the definition of pedagogical grammar by Odlin (1994), "the types of grammatical analysis and instruction designed for the needs of second language students" because grammatical knowledge directly used in students' writing is instructed.

In a way, a set of writing tasks followed 'the process approach to writing' (Lyster, 2007). The prewriting stage induced planning and collective brainstorming, which mostly takes place doing homework. Then the learners went through drafting, revising, and editing. The important focus to be made is that for each stage different strategies and agents are involved in the

session. Even when the learners produced drafts individually, for example, peers could participate in revising each other's works giving feedback. No matter how many tasks or classes take, the collaborative writing circle is possible with peer partners present as audience for each other.

3.4 Data Collection

Combining the constituents of both inductive and deductive procedures (Berwick, 1989), I utilized the researcher's intuitions, participant observation, unstructured interviews, with structured questionnaires and performance tests (Long, 2015, p. 139). First and foremost, learner profiles which contain English learning history, proficiency and personality were gathered and updated constantly throughout the session. The goal is to disclose the socio-psychological aspects towards language acquisition from learning habits, preference, and behaviors which are observed during interaction. The inquiry into how histories, stories, and memories are constructed is fundamental to an understanding of how learner discourse gets shaped within ESL practice (Norton, 2000). It also goes along with suggestion by Philip, Walter and Basturkmen (2010) who stress the leverage of personal and interpersonal factors on learners' attention to form in task-based interaction.

Two questionnaires with closed items were provided before the

beginning of the session. First one is Perceptual learning style preference questionnaire by Reid (1987) to perceive general tendency and difference of their learning styles (see Appendix A). The outcome was analyzed for the purpose of developing learner-centered writing tasks to boost interest and motivation with favored task types. The format was modified into a shorter version considering learners' age and the level of comprehension.

The other questionnaire, Big Five Inventory which is based on the revised facet scales by Costa and McCrae (1992), was given in order to take a look at learner personality traits at the broader and more abstract view before the research launches (see Appendix B). Based on the results I sought to recognize psychological factors which would affect the collaboration and fathom if they would constitute a suitable pair to complete their weaknesses. The questionnaires were administered in Korean, the native language of the participants, so that English language proficiency did not affect their responses (Mackey et al., 2013). There was no time limit for the learners to concentrate without haste.

Because the questionnaires were not sufficient to yield a complete picture of individual contexts with high intricacy (Mackey & Gass, 2005), three-step interviews were delivered. I devised three semi-structured interviews: preliminary, intermediate, and final. Each step of interviews is organized differently as they are developed in sequence based on gradually changing phenomena. Semi-structured interviews offer adjustment between

36

structured and unstructured interviews, which means there are prepared guiding questions and prompts but they encourage interviewees to elaborate and deepen the issues with no format decided (Dornyei, 2007).

The researcher developed the interview guide including questions to break the ice, content questions, probes to elaborate the answers from content questions, and the closing questions. Before starting the interview, the participants were informed that their voice is recorded. The interviewer tried to be neutral to elicit honest responses from them rather than socially desirable ones (Dornyei, 2007, p. 141), and followed interviewing techniques suggested by the author: a) Carry-on feedback (Backchanneling signals and small gestures to show sympathy); b) Reinforcement feedback (Confirming and praising interviewee's efforts); c) Negative reinforcement (Withholding reinforcement feedback and interjecting questions to move on); d) Encouraging elaboration (Making silent probes or repeating salient content word); and e) Attention focusing devices (Providing attention-getting comment or transition announcement) (p. 142).

Next, pre- and post- tests were taken to estimate their literacy skills and signs of improvement after class. The measurement adopted was reading and writing section of Cambridge English Language Assessment, aimed at children in primary and lower secondary education. Joon solved "Flyers" level examination, which determines if a learner can deal with everyday written English at a basic level. Sooji, on the other hand, took "Starters"

level, which only contains introduction level of words and sentences (see Appendix C and D). Since students already have proficiency gap from the beginning, the objective of post-tests is to see their individual progress in the same level test but with different questions.

The researcher after launching the class decided to add formative evaluation in the middle of the whole session so as to examine how the participants have responded to their learning process and how their task-solving approaches have changed. Accordingly, the format of the test followed the same pattern as collaborative tasks with which they are familiar. It is important because the data accrued during the evaluating process can comprise the actual construction of the program (Boyle, 1997). Accorded with intermediate interview, the assessment sought ways to invigorate learner participation and sustain motivation over time, keeping "inherently iterative in nature" (Strambi & Bouvet, 2003, p. 404).

Observations took place during the whole session. I, absorbed in the setting just as the learners, carefully observed meaningful actions made while they participated in tasks, tests, or interviews and writes down field notes. When observing strategies exercised by the learners, the instructor can detect not only linguistic aspects such as discourse markers and word use, but also non-verbal cues such as behaviors and facial movement which reveal their emotions, not to mention sociocultural aspects shown when they depend on their peers. It can also help pay more attention to learner

characteristics highlighted by Dornyei (2005): anxiety, creativity, willingness to communicate, self-esteem and learner beliefs.

To collect more detailed data and deeply analyze language use, audio-recording was applied upon participants' consent. Besides, photographs were taken when the learners utilize certain learning styles or strategies which are difficult to be captured by recording. The study aims at liberating their unexpected behaviors and reactions, so unstructured observation method was adopted.

After each class was over, the dyad was asked to write a diary on the same day to reflect on the writing contents, language forms, and vocabulary they acquired and describe their opinions and feelings generated in the lesson. Encouraging learners to provide a retrospective remark on the previous class through recording diaries, can be beneficial to track down their cognitive processes (Mackey & Gass, 2005). Furthermore, Diaries can secure reflective data which can reveal social and psychological processes difficult to capture in other methods (Hyland, 2002, p. 148). Learners can transfer their instant memory into long-term one by review process, just as doing homework, and that the researcher is able to track 'time-related evolution or fluctuation within individuals (Dornyei, 2007, p. 157). As the participants of the current study are not literate enough to fully express their ideas in English, a diary was kept in their L1, Korean, to lower the pressure and enlarge motivation.

3.5 Data Analysis

To earn meaningful Target Discourse Samples (TDSs) as many as possible, I adopted the elements Winn (2005, p. 293) found critical to facilitate her collection of TDSs: 1) building rapport with learners; 2) positioning myself as an friendly insider; 3) observing their slight change in behavior, attitudes, and word use; 4) collecting data and opinions from the guardians; 5) remaining flexible and creative when constructing subsequent task route. Samples are represented as a transcription format adopting Jeffersonian transcription conventions (Mackey & Gass, 2005), adapted from Shenkein (1978).

The interviews and classes were transcribed into textual forms, with analytic memos and vignettes to produce secondary data. Upon completion of the transcription, two stages of coding were undertaken. In the first round of coding, quantitative analysis on LREs, CREs, teacher elicitations, and learner initiations were identified (see Table 3.2). LREs include conversational turns in which learners may question the meaning of a word, the correctness of a word's spelling, the pronunciation of a word or a grammatical form. LREs produced during collaborative L2 tasks are worth exploring for they not only allow learners to test hypotheses about the L2 but also helps them to notice gaps between their interlanguage and the forms used by peers (Doughty, 2001; McDonough & Sunithan, 2009; Swain,

1998). To gauge learner participation and progress in autonomy, two sub-categories were divided according to the agents: discourse units between teacher and learner, and between learner and learner.

Furthermore, meaningful exchanges about the topics, content, storylines, and background information for writing have been categorized as Content-Related Episodes, which the writer specified the label herself. The CREs should be analyzed as significantly as LREs since they show how learners discuss and develop writing materials and focus on details to create written pieces. In addition, to observe both of the quantitative strides can illuminate how LREs and CREs are interconnected in learner discourse. Two focal points were made to observe change in learner engagement and activeness: discourse samples between teacher and learner, and between learner and learner.

To investigate in quantitative measures the initiating remarks of these episodes would make possible to understand how the proportion of learner participation has changed. Thus, the development of frequencies of teacher stimulation, for bolstering learner statement to generate episodes and collaboration, was examined. Teacher elicitation was divided into implicit cues which contain: a) indirect solicitation or questions (e.g. "Let's keep thinking about it.", "What is your opinion, Joon?"); b) implicative gestures (e.g. head-tilting); c) mild intervention and reminding declarative sentences (e.g. "You may glue the word pieces at the center."). On the other hand,

41

explicit cues include: a) direct request (e.g. "Could you let her know, please?"); b) drawing attention (e.g. "Shall we take a look at Joon's work?"); c) clear suggestion (e.g. "I would like both of you to discuss and come up with ideas.").

Learner initiation was labeled as each name of the participants, Joon and Sooji, in order to observe how the progress of each learner's starting negotiation has been shaped throughout the session. It may occur in verbal signs such as direct asking, guiding, and declaring one's role, or in non-verbal signs such as staring and leaning forth to wait for a response. The transitional tracks for two partners were compared so that the relationships between the variations could be recognized.

Table 3.2 *Categories and sub-categories for the first round of coding*

LREs (Language-Related Episodes)
● Teacher-Learner
● Learner-Learner
CREs (Content-Related Episodes)
● Teacher-Learner
● Learner-Learner
Teacher-Elicitation
● Explicit
● Implicit
Learner-Initiation
● Joon
● Sooji

The subsequent stage of coding illuminated their qualitative impact on learners' development not to be overindulged in the quantity of interactional

42

feedback and discussion of language form (Gass, Mackey, & Ross-Feldman, 2005). Analysis depended on accumulated comprehension of individual personalities and learning habits, and linguistic or discourse focus that the class has made. The researcher examined the various summaries, interpretations, patterns and insights which are laid during the analytical process. After the templates were further adjusted, the labels representing the core themes of each token were organized in an outline and in hierarchy. These overarching topics of three areas, which predominantly emerged in the communicative exchanges, are consonant with the intent of each research question: a) the extent to which each student exposes learner individuality in the overall class period; b) the extent to which participants discuss language form in content-based writing; c) The extent to which the pair manifests more inclination and involvement in collaborative tasks (Ferreira & Lantolf, 2008). The data thematically analyzed are to be further discussed as narrative representations (Kinginger, 2004). Analysis of selected writing samples which have congruence with major topics is being accordingly positioned.

CHAPTER 4
DISTINCTIONS OF LEARNER SELF
IN LEARNING STYLES AND STRATEGIES

Joon and Sooji as a pair had had both similarities and differences from the beginning. They both felt that English is a difficult subject, and they were not passionate in acquiring it. When asked the reason of learning the language, Joon said "because he was told to" whereas Sooji explained more instrumental motivation telling teacher that "it could be practical for her future job". They had opposite reactions to collaborative tasks, which were also illustrated in the questionnaire (Reid, 1987). As shown in Table 4.1, Joon had highest score of 20 in "Individual" category, whereas Sooji had lowest score of 16 in the same category. His next highest scores were 16 for both of the categories of "Kinesthetic" and "Visual", still relatively low compared to Sooji's points of 28 and 22 respectively.

In fact, none of Joon's scores was included in the range of major learning style preference, which is from 22 to 30. Furthermore, he never selected "highly agree" nor "highly disagree" for the entire items, which means that he does not have strong preference in certain learning styles and tends not to pick the extreme marks. Since the learners share two categories with relatively high totals, of "Kinesthetic" and "Visual", I created writing tasks which entail diverse manual activities including drawing, coloring, cutting and pasting, and reading materials containing images. As a matter of fact, Sooji excelled in employing multiple intelligence of visualizing the

meaning of words when drawing (Day 22). On the same day Joon also operated conceptual functions to make abstract notion concrete by describing the word "efficient" with a tool which is equipped with two functions. The examples indicate the learners' natural display of visual skills.

Table 4.1 *Result of Perceptual learning style preference questionnaire*

Name	Individual	Group	Visual	Auditory	Tactile	Kinesthetic	M	SD
Joon	20	14	16	12	12	16	15	2.769
Sooji	16	18	22	22	20	28	21	3.786

* Major Learning Style Preference: 22-30; Minor Learning Style Preference: 15-21; Negligible: 0-14

Another salience in their propensity was found in the results of Big Five Inventory, which was for comprehending two learners' personality traits and the suitability to be united as a pair (see Table 4.2). Like the overall scores of learning style preference questionnaire demonstrated, Sooji had higher mean score for five traits, which is 3.396 while Joon had mean score of 2.745. Despite lower distribution of points in general, his highest average for "Neuroticism" category was 3.625 whereas Sooji recorded the lowest for the same category. Interestingly, her highest average and his lowest average also coincide, for the section of "Extraversion". Correlated trait adjectives of Neuroticism are tense, irritable, unstable, shy, moody, self-conscious whereas the descriptive words for Extraversion are sociable, talkative,

energetic, adventurous, enthusiastic, and assertive (Costa & McCrae, 1992; Dornyei, 2005).

It needs to be clarified that the research does not jump to the generalization of the characteristics based on the results. Yet, this obvious distinction has led the researcher to scrutinize how the learners could compensate the opposition of temperament for each other. The outcome from two types of questionnaires would explicate their propensities in the session as interrelated since different personality traits trigger distinctive learning styles and behavioral patterns (Dornyei, 2005).

Table 4.2 *Result of Big Five Inventories*

Name	Extraversion	Agreeableness	Conscientiousness	Neuroticism	Openness	M	SD
Joon	2	3	2.4	3.625	2.7	2.745	0.551
Sooji	4.25	3.4	2.78	2.75	3.8	3.396	0.581

* Score range: 1-5

With the premise, I present polarized qualities of the pair which has been drawn out finding answers for the first research question about expressing learner self in terms of a) how the learners approach tasks and deal with response time and b) how they receive and further process information (Cohen et al., 2001).

4.1 Casual Go-Getter and Organized Planner

As the results of the questionnaires suggested, two learners revealed contrary learner behaviors facing writing tasks. I labeled the first distinction as "Go-Getter" and "Planner" in order to describe Sooji's instinctive, spontaneous qualities and Joon's thoughtful, clarifying tendency. Joon pondered quite amount of time before starting to write. Sooji, on the other hand, did not hesitate to grab a pencil. On Day 2, when there was drawing part on the worksheet, she began to decorate an empty body as soon as teacher instruction was finished. The types are as distinct as described by Macaro (2001), who categorized students as the group who "plunge straight into an activity" and the group who take time planning before work.

In the formative evaluation as well, Joon took considerable amount of time, more than three minutes, to look for previous worksheets, pondering about how to write in future tense when the teacher told him it was okay to use present tense instead. On the contrary, Sooji promptly started drawing, with which she is most comfortable and confident as a "visualizer" (Riding & Rayner, 1998), without clearing out which tense form she needed to use. Furthermore, she asked the instructor if she could create another character and context to expand the learning strategy of "drawing inference" and "sequencing" given in the basic task instruction. It again shows her personality of being imaginative, creative, and novelty seeking (Dornyei,

47

2005, p. 15) which corresponds with the high score of "Openness to experience" in Big Five Inventory.

The gap in their personalities which affect learning strategies was distinctive on Day 14 (see Figure 4.1). They were asked to first classify bundles of word strips into interrelated categories, of which level were differentiated according to the learners. The purpose was to find out matching images from a picture book containing various activities in which a boy participate, and tag each activity with proper expression. Joon first arranged the pieces in a row right in front of him so that he could see them clearly and separately. On the other hand, Sooji put the fragments overlapped and disorganized, some of which were under her arms and apart in distance. The behaviors obviously show their differences in using the learning strategy of classifying and inducing (Nunan, 1999).

Figure 4.1 *Difference in employing learning strategies*
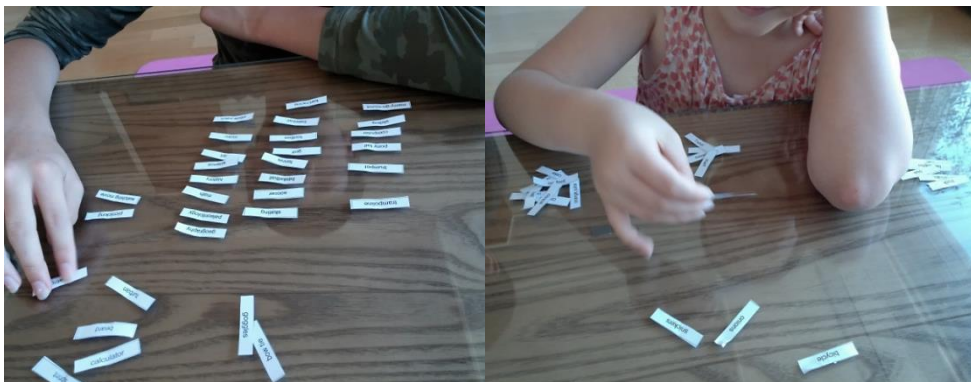
Moreover, when labeling each activity with words and phrases, Joon meticulously glued the pieces all the way onto the picture while Sooji left some gap with hers. Since she did not care if the word slices were hidden down the picture or her elbow, she took some time to gather all the pieces again. This case also shows Joon's organized personality and Sooji's carefree character reflected into the contrasting displays of learning strategies.

Showing different style and strategies was prevalent in collaborative tasks as well. On Day 20, they were asked to guess proper adjectives which represent each of opposite pairs of illustrations, such as tall versus short and curvy versus straight. Sooji, as prompt and straightforward as usual, declared which picture she would like to take even before the teacher finished instruction. Besides, when the teacher elicited them to divide roles, she was the one who called first what she was going to do without asking his opinions. Her immediate, dashing spirit was contrary to Joon's, who browsed a set of images before saying anything out loud. Sooji started to ramble out her ideas without strictly organizing the reasons, whereas Joon held back from directly conveying opinion and raised objections to her conjecture. Excerpt 4.1 reveals their opposite verbal aspects in such a short time.

Excerpt 4.1 *Collaborative task: discussing opposite traits*

1 S: 이거는 - - 내 몸을 <u>써서</u> - 내 - 내, 이게 다, 다 앉아서 하는 거잖아.

   Ikenun - - nay momul ssese - nay - nay, ikey ta, ta ancase hanun kecanha.

   That one - - <u>using</u> my body - my - my, these all, all are done sitting down.

2 (0.6) 아 이건, 이건 잘 모르겠지만. (2.2) 못 일어났고. 앉아서 책보고,

   (0.6) A iken, iken cal molukeyssciman. (2.2) mos ilenassko. ancase chaykpoko,

   (0.6) Oh this one, this one I am not sure (2.2) Not able to stand up.

3 앉아서, 아이, 앉아, 어=

   ancase, ai, anca, e

   Sitting down and reading, sitting, oy, sitting, uh=

4 J: =이게 앉아서 하니?= [도망치는 빨간 모자 가리키며]

   = ikey ancase hani?= [pointing Red Riding Hood running away]

   =Is this something you do sitting down?= [pointing Red Riding Hood running away]

5 S: =아, 이게, 아니, 책 아니야 책? 아닌가 [숨 들이쉬며 고민]

   =A, ikey, ani, chayk aniya chayk? Aninka   [pondering, inhaling]

   =Ah, this, no, isn't it a book, wait, book? Maybe not [pondering, inhaling]

6 [선생님에게] 책 아니에요? 책, 책의 내용 아니에요?

   [To teacher] Chayk anieyyo? chayk, chaykuy nayyong anieyyo?

   [To teacher] Isn't it a book? A book, isn't it content of a book?

7 T: [대답하지 않고 직접 생각해보라는 표정]

   [Does not answer, a questionable look instead]

8 (1.2)

9 J: 이거 책 <u>아니잖아.</u> [약간 나무라듯이]

   Ike chayk anicanha. [With a little scolding tone]

   This is <u>not</u> a book. [With a little scolding tone]

While the learners were both using the strategy of "draw inferences" and "derive meaning from pictures" (Lindholm-Leary, 2001), Sooji rather displayed the cognitive process as still operating or incomplete. The verbal outcome is accordingly disorganized, filled with repetition of hesitative discourse markers and hedges. Joon in this exchange took a role in rethinking her speech and rebutting in rather succinct and calm ways. The tendencies can also be analyzed as divergence of "impulsivity-reflectiveness"

in the taxonomy from Riding and Rayner's study (1998), which specifies learners' cognitive style constructs considering the amount of time spent before responding to stimulation. The more conspicuous the gap is in learner qualities, the more useful the distinction could become so as to enhance interdependence and need for the partnership. Next learner qualities also stand out as complementary features to influence each other's development of learner identity in terms of the ways of recognizing and analyzing input.

4.2 Laidback Tree-Beholder and Practical Forest-Observer

In order to display Sooji's specific, detailed focus and Joon's interests in central, "to the point" matters, I named the contrast as "Tree-Beholder" and "Forest-Observer". Even with the same task on Day 14, another set of comparison in learner individuality was able to be made. Finishing matching lexical items with visual materials, Joon focused more on the sets of vocabulary and did not linger on the same image even though it was not fully matched with the proper word category. In contrast, Sooji aimed at finishing each paper one by one by a group of words she classified.

Moreover, when the pair was to connect lexical items to cultural and geographical symbols in a picture book on Day 16, Sooji did not skip to another page so as to have a whole page completed. She would not leave any uncertain words behind and take as much as time needed to ask his

partner or the teacher to figure all out. The tendency was also shown on Day 17 as her continuous obsession with how to spell "tour" in the right form, while the teacher delayed the explicit feedback and suggested her to guess based on its sound. Conversely Joon targeted the images of which right words were seen first. He would rather complete matching the items which he already knows first, and then deal with new vocabulary altogether. It seems that Joon's disposition to tolerate unfinished section and move on to another saves more time and generates more efficiency.

Co-creating a piece of writing revealed the difference in obvious ways. On Day 11 (see Excerpt 4.2), the pair was asked to describe the appearance of animals in each electronic picture book they read for homework. They had to choose which animals they were going to depict and on which characteristics they would like to focus in detail. They were able to successfully negotiate four animals to describe. And then, Joon, who preferred quicker and more efficient methods, intended to directly complete the sentences one animal after another in order. On the other hand, Sooji wanted to take a look at the overall characteristics of all of four animals before writing first one. This opposite inclination led to a disagreement.

Excerpt 4.2 *Collaborative task: describing animals*

1 J: 일단 양부터. [컴퓨터를 조작한다] (0.4) 자 똑같이,
   Iltan yangpwuthe. [clicks the computer] (0.4) ca ttokkathi,
   First of all, sheep. [clicks the computer] (0.4) Now as same,

2 S: Umm

3 J: =솜이 있어.

 =*Som-i isse.*
 =There is cotton.

4 S: 어

  E
  Yeah

5 J: 그 다음에 지문이 있어.

 Ku taumey cimwuni isse.
 And then there is a fingerprint.

6 (0.1)

7 자 써

  Ca sse.
  Now write.

8 S: 아니 음 어:

  Ani um e:
  Well, umm, uh:

9 J: 뭐.

  Mwe.
  What.

10 S: 아 맞다. [파일을 다른 페이지로 넘긴다]

  A macta. [clicks to move onto the next page of the book]
  Oh right. [clicks to move onto the next page of the book]

11 J: 뭐해

 Mmwehay
 What are you doing

12 (0.1)

13 아 지금 양 똑같은 거잖아 왜 그걸 바꿔?

  A cikum yang ttokkathun kecanha way kukel pakkwe?
  Ah we (were supposed to) put the same page of sheep, why did you change it?

14 똑같은 걸로 해놨잖아 왜 바꿔 갑자기.

  Ttokkathun kello haynwasscanha way pakkwe kapcaki.
  I had them as the same ones, why (did you) change suddenly

15 S: 다른 것도 봐야지.

  Talun kesto pwayaci.
  We need to see other things too.

16 J: [약간 짜증난 듯] 아 이걸 먼저 써야지.

  [a little annoyed] A ikel mence sseyaci.
  [a little annoyed] Ah we need to write about it in advance.

The difference in learning styles became more apparent while they were comparing and contrasting each picture of bees in their books. Whereas Joon focused more on apparent differences about whether there was a crown or not in the pictures, Sooji concentrated more on the minimal change in shades of the bees' wings. It can be interpreted that Sooji tends to focus on the slight differences among the trees, whereas Joon observes distinctive features which stand out in the woods. She thinks that a small change in shades is as worth noticing as other differences, but he believes that bigger and more obvious difference should be mentioned as most significant (see Figure 4.2).

Figure 4.2 *Collaborative task sample: How Do they Look?*

The inclinations correspond with Riding's (2002) description about "analytics" who mainly focus on a small number of parts and "wholists" who prefer to observe big picture. "As observed in line 8 of Excerpt 4.2 again (see also Excerpt 4.1), Sooji tends to employ discourse markers such as 'ah', 'uh', or 'umm' to "buy process time" (Macaro, 2001, p. 66), before she carefully rebuts Joon's ideas or interrupts his directions.

Even though the pair clearly had different learner propensities, the negotiation process in collaborative tasks has led them to use similar learning strategies. On Day 13 they tried to describe what happened in a short video clip of 'Pingu' in six sentences, encouraged by instructor to hypothesize a person who has never seen the film and provide a summary for him/her (Mackey & Gass, 2005). The task was intended to integrate verbal and visual information into aural material (Jones, 2003) to connect the mental representation to writing process. Sooji focused more on details about whether a baby penguin was smiling or not ("And the baby was happy, right?"), on the other hand Joon focused more on the major change in situations, such as mom and dad penguins leaving the house("It does not matter if the baby was happy."). Then the exchange in learner strategies stood out in the revising process (see Excerpt 4.3).

Excerpt 4.3 *Collaborative task: describing a video clip*

1   J: came back home gift, ah the gift gift

2   청소기를 선물. 로봇 청소기를 이렇게 써.

   Chengsoki-lul senmwul. Lopot chengsoki-lul ilehkey sse.
   (vacuum) cleaner, as a gift. Write down "robot cleaner" like this.

3   S: 응.

   Ung.
   Um-hmm.

4   J: Pingu는 로봇청소기를 조종하기를 원했다.

   Pingu-nun lopotchengsoki-lul coconghaki-lul wenhayssta.
   Pingu wanted to control the robot cleaner.

5   (0.1)

6   Pingu의 아빠가 손대지 말라고 얘기했다.

   Pingu-uy appa-ka sontayci mallako yaykihayssta.
   Pingu's father told him not to touch it.

7   Pingu의 부모님이 나갔음, 그 다음에

   Pingu-uy pwumonim-i nakassum, ku taum-ey
   Pingu's parents left, and then

8   [

9   S: 그 다음, 잠깐만.

                  Ku taum, camkkanman.
                  And then, wait.

10 J: Pingu가 로봇청소기를=

   Pingu-ka lopot chengsoki-lul=
   Pingu (controlled) the robot cleaner=

11 S: =그게, 이게 좀 잘 안돼. 어,

   =*Kukey, ikey com cal antway. E,*
   =That one, this one doesn't work. Uh,

12 하지 말라고 했다, 하고 <u>밖으로</u> 나갔다.

   Haci mallako hayssta, hako pakkulo nakassta.
   (They) told him not to, and went <u>outside</u>.

13 J: 그래 그거 나와있잖아, 밖으로.

   Kulay kuke nawa isscanha, pakkulo.
   Yeah, there is the one, outside.

14 S: 어디

   Eti
   Where

15 J: 이거.
  Ike.
  Here.
16 S: Ah. Pingu, Pingu "was control",
17 아 Pingu는 회색 로봇청소기를 조종했다.
  A Pingu-nun hoysayk lopot chengsoki-lul coconghayssta.
  Ah Pingu (controlled) the grey robot cleaner.

The discourse in Excerpt 4.3 occurred when researcher requested them to read their first draft of a summary of short video clip 'Pingu' on Day 13 and revise it supposing they were presenting it to readers who had never seen the clip. In the process, Joon added Korean translation after reading one by one. As adding necessary information, in line 12, Sooji imitated his discourse strategies of summarizing and translating as well (Olmedo, 2003). It can be inferred that Joon's stance of credibility induced her to exercise identical strategy of organizing information. After all, cooperative discussion between the learners has generated dependence and resemblance in their learning strategies despite their distinctive learning styles.

CHAPTER 5
FOCUS-ON-FORM NEGOTIATION IN L2 WRITING CONTEXT

Another meaningful interpretation is derived from second research question, which aims at seeking evidence of bidirectional focus on form in learners' conversational exchanges. Along with numerous Language-Related Episodes observed between the participants, the record of Content-Related Episodes was placed overlapped in order to measure their quantitative correlations. The gap between the largest and smallest sum of both episodes, presented in Figure 5.1, is sometimes conspicuous by class, as 60 turns on Day 16 and 3 turns on Day 22. The results can be justified considering learners' heightened interests in word-image matching tasks about world geography on Day 16, and their lowered willingness to communicate after a small conflict on Day 22.

The finding in Figure 5.1 which stands out more significant from the comparison between the numbers of LREs and CREs by the learner pair is that the inclusive streams of LREs and CREs tend to dovetail till the end of the session. Since Mackey (2007) agrees that LREs are said to occur whenever attention is drawn to language in terms of linguistic form in the context of meaningful communication, it can be therefore referred that meaningful communication exchanged by a learner pair consists of negotiation of form and meaning which would lead us to try creative approaches to counterbalance language and content in future curricula

(Lyster, 2007). In concert with the prospect, the result of qualitative analysis is now presented, classified into two salient subjects: co-processing interlanguage system and co-constructing form-meaning relationships.

Figure 5.1 *Number of LREs and CREs made between the learners*
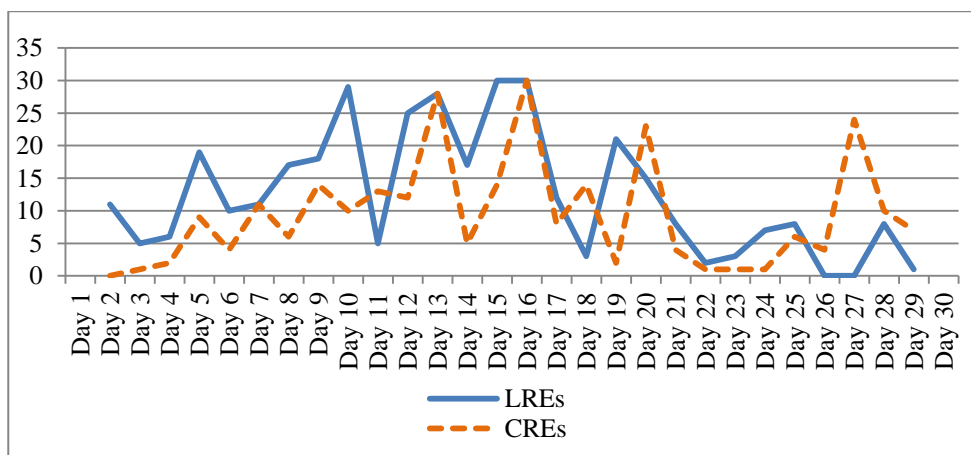
5.1 Hypothesizing interlanguage rules

With the form of explicit elicitation I encouraged Joon to "use the mediator as a resource" (Lantolf & Poehner, 2008), and act as a peer mediator for Sooji. Generally it is the teacher who responds to such a demonstrated gap with either implicit or explicit information about a linguistic item, but Joon is the one who gives peer feedback to Sooji so that she can attempt to incorporate the stimulation into her own production. Attention to code took place during meaning-focused activities which were primarily framed to

exchange information (Loewen, 2004). From Day 3 the pair started to discuss on language form. Joon led Sooji to write down sentences to compose a story out of their favorite movie characters. She worked not only as a follower, but also as an active participant who raised modification of trigger with incorporation of feedback (Sato & Lyster, 2007) in line 6 of Excerpt 5.1 based on her phonetic intuitions.

Excerpt 5.1 *Collaborative task: creating a story*

1 J: 그 다음에 타임머신을 써.
   Ku taumey thaimmesin-ul sse.
   Then you write down "time machine."
2 S: time [writing until "time m"] machine?
3 J: a
4 S: a [writing along]
5 J: c, h
6 S: 그럼 취가 되잖아. s h 아니야?
   Kulem chwika toycanha. s h aniya?
   Then it would be "ch" [tʃ]. Isn't it s and h?
7 J: 맞습니까?
   Macsupnikka?
   [turning to teacher] Is it (what I am suggesting) right?
8 T: 응 맞았어.
   Ung macasse.
   Yes, it is.
9 J: [making content smile]

Although her "hypothesis testing" (Mackey, 2007), an effort to reach target-like forms by suggesting alternatives to a peer, was not correct, it is a meaningful attempt in that she tried to negotiate with Joon based on her analysis. Kowal and Swain (1994) propose that students who noticed the

gap made language form the topic of their discussions as they worked collaboratively to fill the gap. Like the previous research, Sooji formed hypotheses, which she tested out against the peer mediator. This behavior of hers developed into suggestion about the tense they were going to use in collaborative assignment on Day 13 ("Let's use future tense."). These types of collaborative task allow for reflection and better understanding on existing knowledge, which can lead to the creation of new knowledge.

These experiments on linguistic form were accelerated by a more able peer as well. On Day 9 while Sooji was writing sentences for a collaborative task to compose a story, Joon provided explicit feedback about grammatical knowledge of past tense we covered previous class (see Excerpt 5.2).

Excerpt 5.2 *Collaborative task: Creating a story*

1 J: 이거의 과거형이 뭐야
   Ikeuy kwakehyeng-i mweya
   What is the past tense form of this
2 S: meet
3 J: 과거형을 써야지.
   Kwakehyeng-ul sseyaci.
   (You need to) use the past tense form.
4 S: 과거형이 뭔데
   Kwakehyeng-i mwentey
   What is the past tense form
5 J: 여기 이거 써있, 안 써있나, 니가 아까 말했잖아, "ed"를 붙이라고.
   Yeki ike sseiss, an sseissna, nika akka malhaytcanha, "ed" lul pwuthilako.
   Here, there is, it is written, isn't it You said before, to add "-ed".
6 (0.2)

7 그냥 틀려도 써봐.

Kunyang thullyeto ssepwa.

Just write it no matter what.

8 S: "meet" 아니야?

"meet" aniya?

Isn't it "meet"?

9 J: [선생님에게] 내 기억으로는 "met" 맞죠?

[To teacher] Nay kiek-ulonun "met" maccyo?

[To teacher] It's "met" right, I suppose?

As shown in Excerpt 5.2, what is worth discussing in this dialogue is that Joon elicited Sooji to exploit regular past tense suffix '-ed' in order for her to acquire the form, even though he knew that it was not correct form for 'meet'. He actually follows teacher's pedagogical approach to let students produce language form which they believe is write. It is supposed that what he intended by saying "Just write it no matter what." is to help her associate past tense meaning with the form and produce it for herself. In line 7 Joon provided explicit feedback by transferring the act of confirmation to the teacher because of his uncertainty of the target form. It can be perceived that while performing mediation he depends on teacher who acts "as a knowledgeable interlocutor" (Lantolf & Poehner, 2008) in order to fix Sooji's grammatical misuses.

Sooji's presence in the interdependent relationship brings out gradual improvement in Joon's self-mediation and peer instruction. From the beginning Joon has usually made syntactic mistakes using double verbs ("is bought", "was build"), which may have been stored in his "linguistic

62

repertoire", the total of all the linguistic forms regularly employed in social interaction (Gumperz, 1964). The reason Korean L1 learners overproduce 'be' verb is that the meaning is similar to the nominative case particles (e.g., "-eun", "-neun", "-i", "-ga"), with which system English is not relevant (Cho, 2006). While producing English sentences they automatically conjecture that substitutes are needed to the particles and translate them into 'be' verb, which brings out verb redundancy. This aspect is considered to be a part of transfer, which is "the influence resulting from similarities and differences between the target language and any other language that has been previously acquired" (Odlin, 1989, p. 27). However, on Day 15 (see Excerpt 5.3), he managed to give corrective feedback to Sooji in terms of verb redundancy.

Excerpt 5.3 *Individual task: organizing schedules*

1 S: 선생님, 선생님은 어떤 거, 누구 했어?
   Sensayngnim, sensayngnim-un etten ke, nwukwu haysse?
   Teacher, for teacher what, who did you pick?

2 J: 봐봐, 여기.
   Pwapwa, yeki.
   See, here.

3 S: [다음 장에서 찾는다] 여기 있다. 그러면 얘가 가르치니까,
   [Finds it in the next page] Yeki issta. kulemyen yay-ka kaluchinikka,
   [Finds it in the next page] There he is. Because he teaches,

4   얘, 뭐, 이거 뭐할 건지 쓰는 거지?
   Yay, mwe, ike mwehal kenci ssunun keci?
   He, what, (should I) write what (Danny) is going to do?

63

5 J: 얘를 지워야겠다, 동사가 두 개 나오니까. ["is"를 지운다]
Yay-lul ciweyakeyssta, tongsa-ka twu kay naonikka. [Erases "is"]
(I need to) erase this, because there are two verbs. [Erases "is"]

He succeeded to correct himself while instructing Sooji, which manifests his interlanguage when he spontaneously engages in constructing meaning (Tarone, 2012) in the writing process. The incident is examined on Day 12 as well when Joon first produced "I waked up at 7" and instantly revised it into "I woke up" after listening to Sooji's overlapping production of "woke". These phenomena indicate that an individual can enhance grammatical knowledge while mediating others. Later he also advised her to omit 'be' verb and use plain present verb, but he does not express clear confidence in his knowledge to persuade her ("I guess it's not correct."). The partners were finally accustomed to speculate the target form by themselves after the mediator's constant efforts to provide least instruction during tasks. The result also directly benefits development in learner autonomy.

Despite the progress observed, the learners could not always acquire target forms continuously repeated in the session. During the revising process on the same day (see Excerpt 5.4), the expert mediator needed time to raise questions to elicit self-correction or peer-correction before offering explicit feedback.

Excerpt 5.4 *Revision of individual task: describing behaviors*

1 T: 그리고 <u>반복</u>, 선생님이 반복에 대해서 얘기했었지.

   Kuliko <u>panpok</u>, sensayngnim-i panpok-ey tayhayse yaykihayssessci.
   And <u>repetition</u>, I (teacher) told you about repetition before.

2 S: 네 아!

   Ney a!
   Yeah, oh!

          [

3 T: 영어는 반복을 싫어해. 그러면 어떻게 바꿔야 할까.

       Yengenun panpokul silhehay. kulemyen ettehkey pakkweya halkka.
       English does not like repetition. Then how should (we) change it.

4   [
5 S: she

6 T: 음. [Joon에게] 이거는 어떻게 바꿔야겠어, Joon아?

   Um. [To Joon] Ike-nun ettehkey pakkweyakeysse, Joon-a?
   Yeah. [To Joon] How should (we) change this one, Joon?

7 "haves" 아니잖아. 아닌 거 너도 알지. 뭘로 바꿔야 되겠어.

    "haves" anicanha. anin ke neto alci. mwello pakkweya toykeysse.
    It is not "haves". It is not correct, you know. To what should it be changed.

8   [
9 J: [고민] 음:

                       [Pondering] Um:
                       [Pondering] Umm:

10 T: 그 전에 썼던 거 좀 찾아볼래?

   Ku ceney ssessten ke com chacapollay?
   Would you like to look for what you wrote before?

11 J: "has" 요?

   "has" yo?
   Is it "has"?

12 T: 응.

   Ung.
   Yes.

13 J: "has"는 과거형 아니에요?

   "has"- nun kwakehyeng anieyyo?
   Isn't "has" (for) past tense?

14 (2.1) T: "-s"가 붙어있는데 (0.5) 과거형은 보통 뭘로 끝나.

       "-s"- ka pwutheissnuntey (0.5) kwakehyeng-un pothong mewl-lo kkuthna.
       "-s" is attached (0.5) Past tense ends in what (letter) normally.

65

15 J: (0.4) "-s" 요.
   (0.4) "-s" yo.
   (0.4) In "-s".
16 T: 과거가 어떻게 "-s" 로 끝나.
   Kwakeka ettehkey "-s"- lo kkuthna.
   How does past tense (verb) ends in "-s".
17   [
18 J: 아 아니구나, "-ed" 구나.
           A anikwuna, "-ed" kwuna.
           Oh, no, it is "-ed".

Here Sooji discusses the use of pronoun "she", and Joon focuses on present tense form of verb "have" with the help of the teacher. Both language codes were already instructed in explicit ways in wrap-up sessions, but they could not produce the target forms. Even so, Sooji could articulate the pronoun "she" when the minimal hint of redundancy was casted. In addition, Joon's existing knowledge about past tense form was brought up and corrected by the instructor's counter-question as a reminder. As Schmidt (2001) distinguished between the terms of "noticing" and "understanding", the pair's grammatical knowledges were limited to the conscious registration so only the specific attention of language by the expert could stimulate them. To induce higher level of awareness that includes generalizations across instances would require mutual, constant efforts to enhance link between form and meaning, of which aspect is going to be discussed in the next sub-chapter.

5.2 Building form-meaning relationships

The supporter of learner discourse in the present study concentrated on having learners acquainted with Focus on Form process, by eliciting students to draw attention to linguistic elements which arise incidentally in meaning-focused, communicative learning (Long, 1991, p. 45). As a result, teacher's grammatical instruction practiced after task was reflected on Joon's instruction towards Sooji. While helping Sooji finish describing scenes from the electronic picture book on Day 12, he directly taught her plural "–s" ("You should put "-s" when there are several."), one of the syntactic features teacher have repetitively stressed for both learners by revisiting words throughout the lessons (Lapkin & Swain, 1996). His instruction may have contained his knowledge which "stemmed from an internalization of the concept" by previous learning (Lapkin et al, 2008). His explicit instruction and feedback on Sooji's writing in Excerpt 5.5 reveal his cognitive process on grammatical structure as well.

Excerpt 5.5 *Individual task: describing scenes*

1 J: 아 "a" 쓰면 되나 - "There is", 아 아니다, "There is one"
   A "a" ssumyen toyna - "There is", a anita, "There is one"
   Ah should we write "a" - "There is", oh no, "There is one"

2 노란색 머리를 가진 소녀
   Nolansayk melilul kacin sonye
   Girl with yellow hair

3 S: Uh, yellow hair

4 J: 아 아니, 영어는 반대라니까.

A ani, yengenun pantaylanikka.

Ah no, in English it's opposite.

5 S: 아니 아닌데.

Ani, anintey.

No, it's not.

6 J: 영어는 반대라고. 우리는 뭐를 가진 소녀라고 하잖아, 영어는 반대라고.

Yengenun pantaylako. wulinun mwelul kacin sonyelako hacanha, yengenun pantaylako.

Yes, it is. We (in Korean) says "something having girl", (but) in English it's not.

7 소녀 뭐를 가진. 소녀부터 써야겠지.

Sonye mwe-lul kacin. Sonye-pwuthe sseyakeyssci.

Girl having something. (You need to) write "girl" first.

8 "a girl"부터 써. "is one girl" 쓰라고.

"a girl"- pwuthe sse. "is one girl" ssulako.

Write down "a girl" first. Write "is one girl".

As in line 1 of Excerpt 5.5 Joon often exposed his cognitive steps to derive target grammatical forms, which in the end could lead to operating "languaging" process (Swain, 2000; 2006) to mediate learning with spoken words as a cognitive tool (Vygotsky, 1987). He keeps verbalizing his metalinguistic thinking particularly while teaching her, which shows that he practices self-mediation as information provider and that he sometimes hesitates to give a clear feedback, not being confident about his knowledge. The explicit feedback in line 6 of Excerpt 5.5 also reveals that he has syntactic knowledge about structural difference between Korean and English. The lexical knowledge Joon possesses is manifested in peer instruction in Excerpt 5.6 as well.

Excerpt 5.6 *Individual task: organizing schedules*

1   J: teaches

2   S: tea-

3   (0.2)

4   J: "teacher". "teacher" 가 뭐야?

   "teacher". "teacher"- ka mweya?
   "teacher". What does "teacher" mean?

5   S: 선생님.

   Sensayngnim.
   Someone who teaches.

6   J: 그럼 "teach"는 뭐겠어

   kulem "teach"-nun mwekeysse
     Then what would be "teach"

7   S: 학생, 아아, 아, 선생님.

   Haksayng, aa, a, sensayngnim.
     A student, Uh-oh, ah, someone who teaches.

8   J: 선생님이 하는 일이 뭐야

   Sensayngnimi hanun ili mweya
   What is teacher's job

9   S: 가르치는 거.

   Kaluchinun ke.
     To teach.

10 J: "teaches"가 뭐겠어

   "teaches"-ka mwekeysse
   (Then) what would be "teaches"

11 S: 가르치다.

   Kaluchita.
   To instruct.

12 J: 그렇지.

   Kulehci.
   Exactly.

He made use of the suffix knowledge accumulated by empirical examples in order to make Sooji understand the relationship in meaning between "teacher" and "teach". His explanation worked as "the translation

crutch" for Sooji, who needs lexical links between the word in L1 and L2 to come up with the concept (Sunderman, 2011). When a similar form of input was given on Day 16 again ("footballer"), Joon explained the principle inversely by explicitly mentioning the rule ("…Then there attached '-er', which means someone who does it."). As a result of her succeeding in pointing out the matching image to the word, which means she retrieved the L2 word from "the conceptual store" (Schwieter & Sunderman, 2009), he for the first time complimented her achievement ("Yes, finally you made it!"). His effort is consonant with the pedagogical method by a Pakistani participant Samia (Drury, 2004), who, as a more expert speaker, aided her brother's L2 learning by presenting vocabulary in English at the same time switching to Pahari to scaffold activities.

First actual content-related exchange in ideas occurred in Day 8. While Sooji was struggling to figure out what to write for the efforts to become like her role model, Joon recommended what he thought was a better idea ("Consider writing about plastic surgery instead."). Backed up by his willingness to help her work, the mediator carefully induced him to make another suggestion, and it successfully helped him bring up the writing content for Sooji ("Good at running").

Then next class, on Day 9, they were asked to compose one story using their role models as main characters. While improvising a fictional paragraph, the form of negotiation turned out to be Sooji's proposing some

outlines of the story and Joon's rebutting them. As he was not fully satisfied with her ideas, however, he constantly asked questions to frame its background, and had her engaged in the process of "schema-building" (Long, 2015). With support of him, Sooji earned courage to write down a few words by herself. Interrelated with the Content-Related Episodes, he initiated the Language-Related Episodes by giving her explicit feedback of clarification request about tense feature in line 15 of Excerpt 5.7.

Excerpt 5.7 *Collaborative task: creating a story*

1 J: 몇 살 때, 어디서 만났어
   Myech sal ttay, etise mannasse
   In what age, where did they meet

2 S: 열 살 때.
   Yel sal ttay.
   At ten.

3 J: 어떻게 만났어, 왜 만났어
   Ettehkey mannasse, way mannasse
   How, and why did they meet

4 S: 학교에서.
   Hakkyo-eyse.
   At school.

5 J: 어느 나라 학교에서
   Enu nala hakkyo-eyse
   In which country (did they meet)

6 S: 한국.
   Hankwuk.
   (In) Korea.

7 J: 왜 한국
   Way hankwuk.
   Why (in) Korea

8 S: [대답을 바꾸며] 미국 학교에서.

[Changing answer] Mikwuk hakkyo-eyse.

[Changing answer] In American school.

9 J: 왜 미국 학교에서

Way mikwuk hakkyo-eyse

Why in American school

10 S: 왜냐하면=

Waynyahamyen=

Because=

11 J: =일단 써봐 니가.

= Iltan ssepwa ni-ka.

=You start writing.

12 S: 내가?

Nay-ka?

Me?

13 J: 니가 과거형으로.

Ni-ka kwakehyeng-ulo

You (write) in the past tense.

14 S: will

15 J: "will"은 미래.

"will"- un milay.

"will" is (for) the future.

16 S: 아아, "ed", "ed"를 붙여야 돼.

Aa, "ed", "ed"-lul pwuthyeya tway.

Ah, (I need to) put "-ed", "-ed".

The instructor as a mediator intended to bring learners' attention to language form in the meaningful contexts in which they are highly engaged in real lives. On Day 17 she gave the pair assignment in which they collected three to five example phrases containing the definite article "the". At the beginning of next class (see Excerpt 5.8), the teacher enlivened discussion to remind them how common "the" phrases are in their everyday lives, and also to focus on the item in familiar contexts.

Excerpt 5.8 *Pre-writing task: real use of article*

1 T: 그럼 여기 "the" 가 왜 들어가는지 알겠어? 너희가 찾은 거 중에?

   Kulem yeki "the"- ka way tulekanunci alkeysse? nehuyka chacun ke cwung-ey?
   Then do you get why "the" comes here? In those (phrases) you guys found?

2   [

3 S: 특별한=

                                           Thukpyelhan =
                                           (Something) special=

4 J: =특별하고 딱 하나밖에

   = Thukpyelhako ttak hana-pakkey
   =(For the thing which is) special and unique

5 T: 응. 그것도 그래. 맞아. 그리고 또 공통점이 뭐야?

   Ung. Kuket-to kulay. maca. kuliko tto kongthongcemi mweya?
   Yes. That's true. Right. And <u>also</u> what are (their) common features?

6 S: 다 이름이요.

   Ta ilum-iyo.
   All are names.

7 T: 어, 다 이름이지. 근데, Joon 거 이 번이랑 오 번의 공통점이 뭐야.

   E, ta ilumici. kuntey, Joon ke i pen-ilang o pen-uy kongthongcem-i mweya.
   Yes, they are. But, what is a common feature between number two and five.

8 J: 뭐뭐의 뭐뭐.

   Mwemwe-uy mwemwe.
   Something of something.

9 T: 응, 뭐가 들어가 있어

   Ung, mweka tuleka isse
   Yes, what is in between

10   [

11 S: "of", "of".

12 T: 응, "of" 가 들어가 있지. 뭐뭐의.

   Ung, "of" ka tuleka issci. Mwemwe-uy.
   Yes, there is "of" in it. Of something.

13 T: 그러니까 뒤에서 "뭐뭐<u>의</u>" 라고 했을 때

   Kulenikka twi-eyse "mwemwe-uy"- lako hayssul ttay
   So from behind when you put "<u>of</u> something"

14   여기 앞에 "the" 가 붙는다는 말이잖아?

   yeki aphey "the" ka pwuthnuntanun malicanha?
   here at the front "the" is fixed, yes?

73

15 S: 네.

   Ney.

   Yes.

16 T: 뒤에 길게 붙은 건 설명하는 말이거든? 그냥 "<u>phantom</u>" 이 아니지.

   Twiey kilkey pwuthun ken selmyenghanun mal-iketun? kunyang "<u>phantom</u>"- i anici

   The long phrase attached behind is to explain, yes? It is not just "<u>phantom</u>".

17 T: 그냥 유령이 아니라, <u>뭐</u>의 유령?

   Kunyang yulyeng-i anila, mwe-uy yulyeng?

   (it's) not just phantom, phantom of <u>what</u>?

18 J: "opera".

19 T: 어, "<u>The</u> opera". 이게 길게 붙으면 얘가 어떻게 되는 거야? 더?

   E, "The opera". Ikey kilkey pwuthumyen yay-ka ettehkey toynun keya? te?

   Yes, "The opera". If that is attached long this becomes how? More?

20 S: 자세해=

   Caseyhay=

   Specific=

21 T: =더 자세해지는 거지, 특별해지는 거지. 그럴 때 "the" 를 적는 거야.

   = Te caseyhaycinun keci, thukpyelhaycinun keci. kulel ttay "the"- lul ceknun keya.

   =(It) becomes more specific, and unique. For such occasions (you) write "the".

The teacher actively carried on negotiation of form in meaning-oriented contexts which the learners found out themselves doing homework. Her "repetition, segmentation, and rewording" of phrases encouraged the students to operationalize cognitive strategies to make comparison and "encode meaning" from the common language qualities (Gass, 1997). Likewise, the interaction between an expert and students can work as effective methods in promoting learning of linguistic forms with varied rates (Adams, 2007). When Sooji produced a phrase "name of Gabby's sister" in the formative evaluation, the teacher brought out again previous explanations about the use of "the" to help the dyad connect grammatical

74

knowledge registered to their real use ("Because the cluster is behind name to make it specific and rich.") Through co-construction among the participants, the pair can reach the opportunity to extend existing knowledge by combining novel uses of a grammatical structure emerging (Wagner & Toth, 2013).

The vigorous discussion on the language form occurred among three participants on Day 17 again, with exchanges of metalinguistic information. The instructor started to explain the rule of indefinite articles by providing examples of material nouns such as ice cream, bread, or soap. Joon was persistently raising opposing remarks about not being able to count these nouns whereas Sooji seemed to implicitly comprehend the rule and show flexibility. It is considered that his grammatical perception influenced by L1 system has already been built in along with his "crystallized knowledge" (Dornyei, 2005, p. 33), by prior education and unyielding characteristics. Finally he directly asked teacher "why the objects are uncountable in America unlike in Korea".

The teacher responded to the inquiry by providing "metalinguistic feedback" (Mackey, 2007) about systematic differences in noun countability, cultural perception, and sentiment in the world when Sooji posed a question about the number of countries using English as official language. Correlating to the task content which entails geography and symbols, teacher described in detail how major languages had spread throughout the

globe deriving from power relations as comprehensible as possible by drawing attention to the world map.

To sum up, Focus on Form was practiced by integrating the use of articles with the linguistic perspectives, which stimulated "learners' cognitive resources through explicit attention to L1–L2 comparisons" (Cummins, 2007; White et al, 2008) and the interest in cultural diversity based on geographical knowledge. It is operated in a similar vein with the counterbalanced approach proposed by Lyster (2007), which seeks to integrate content-based instruction as a means of enriching classroom discourse. Above all, it caused both learners to be actively engaged in building new interlanguage rules with curiosity in the content.

CHAPTER 6
## RECONSTRUCTION OF COLLABORATIVE WRITING EXPERIENCE

The final objective for which the third research question is designated is to discover the participants' willingness to cooperation and mutual aid, which are basic human values evidenced by altruism and spontaneous acts of gallantry (Mansbridge, 1990). When visualizing long-term variation of the onset of collaborative dialogues by the learners, it can be argued that initiation by Joon and Sooji tends to follow a similar track (see Figure 6.1).

Try-outs to negotiate by Sooji are more frequent in quantitative manner, 215 compared to 202, the reason of which would be that she has learning styles being more open to pair work than Joon, and that she is the one who seeks help from the more proficient partner. However, the gap between the averages of the cues by Joon and Sooji is not great, which is 0.464, and the maximum value of the cues per day by Joon is higher than the ones by Sooji: 21 (Day 15) compared to 18 (Day 16). Taken together, the teacher's objective to "encourage more equal participation in the discourse" so that the learners are able to obtain the comparable amount of language production opportunities (McDonough & Gonzalez, 2013) can be regarded sufficient.

With regard to meaningful shift in the learners' collaborative stance, there are three remarkable tendencies which can summarize their overall reaction to collaborative writing experience: a) raising awareness of their

roles; b) overcoming discord; and c) trying to gain control with their own work.

Figure 6.1 *Number of learner-generated initiation to interact*
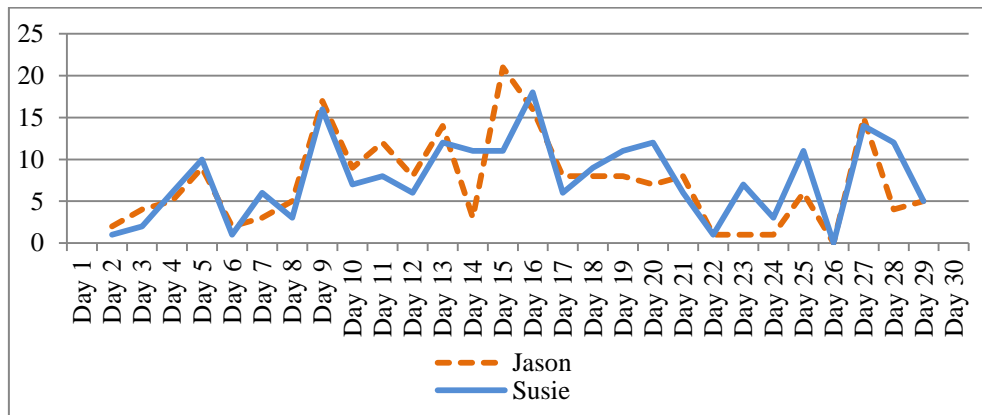
6.1 Sense of Responsibility in Each Role

Joon occasionally enjoys being situated as a more able learner. The propensity is similar to high achievers who feel valued for their contribution to shared goals (Harper et al., 2001). As an older brother, he wants to be seen as a resourceful supporter rather than to fail to provide proper instruction. He even applies the technique of giving implicit hints for Sooji to think of the explicit rule herself (e.g. saying "Two legs" by pointing Sooji's while teacher giving instruction on plural –s of 'jeans'). When he does not have clue about the answer, however, he seems to feel embarrassed about the fact and tells her not to ask him.

The more able learner as a big brother sometimes ignores Sooji's first requests, but when she keeps asking repetitively he pays attention to her and gives his best answer. Thus it seems that his cognitive process occupies his willingness to respond to her. On Day 3 he confessed that he pretended not knowing how to spell "guitar", presumably because he was annoyed by her asking. However, when he is done with work, he becomes highly active in helping Sooji complete writing.

When the partners first participated in collaborative writing task, they were in charge of specific amount of sentences each and did not integrate their ideas. Because they wanted to write down their own phrases on the paper at the same time, they ended up confronting, with lack of space. Then on Day 9, they started to naturally take turn for each sentence without crashing (see Excerpt 6.1). From the previous class the learners shared information about each other's role models and shared assignments by searching more information about the figures on the Internet. Collaboration using technology and out-of-class resource stood out prevalent as in Kenner's (2004) work.

Excerpt 6.1 *Collaborative task: creating a story*

1   J: Bill은 회사를 만들었고, 송지효는 일자리를 찾았어.
    Bill-un hoysa-lul mantulessko, songcihyo-nun ilcali-lul chacasse.
    Bill built a company, and Jihyo Song found a job.

2 S: 내가 써?

   Nayka sse?
   Do I write it?

3 J: 걍 내가 쓰면=

   Kyang nayka ssumyen =
   Just when I write=

4 S: =오빠가

   =Oppa-ka
   =You

5   [

6 J: 니가 썼고 내가 썼잖아.

        Ni-ka ssessko nay-ka ssesscanha.
        You wrote that and I wrote this.

7 S: 이건 내가 쓸게.

   Iken nayka ssulkey.
   I will write this one.

8 J: 이게 한 문장 안에 들어갈텐데.

   Ikey han mwuncang aney tulekaltheyntey.
   This would fit into one sentence.

9 S: 오빠, 나는 이게 뭔지 잘 모르겠어.

   Oppa, na-nun ikey mwenci cal molukeysse.
   Joon, I am not quite sure what this is.

10 J: 일단 마지막 걸 써. [쓴다]

   Iltan macimak kel sse. [writes]
   You can just write down the last one. [writes]

Division of mutual work was also observed in manual tasks involving cutting and pasting. On Day 21, the pair was assigned a collaborative task in which the similarities and differences among learners' preferences are gathered and presented as sets of sentences on the board. Since the teacher asked them to specify one example for each similarity, Joon took the lead to assign the order ("Because we write a set of two sentences, I write first and you write yours."). About five different preferences they had, he designated

the amount for each learner to write, volunteering to write more ("I will write three so you can write two."). Not only initiative was Joon in preparing written sets of comparing/contrasting qualities, he asked her opinion about what to write as an example of the characteristic "strong". When they were ready to cut and glue the sentences, Joon again proposed their roles to Sooji ("You cut, I will paste."). This activeness Joon showed enhances promises to adopt more tactile tasks for recognizing one's role.

Not only does Joon give Sooji instruction, but he obtains opportunity to correct himself from her. On Day 7, when teacher was in the middle of elicitation to give feedback on Joon's omission of the 3rd person tense marker on the present verb "use", she succeeded in articulating "-s" out loud before Joon could. This feature was also demonstrated in the study by Gass and Varonis (1985) in that a learner other than an interlocutor could also take the initiative role, providing explicit feedback to a peer. This time Sooji acted as teacher who enabled Joon to finally generate the target form "uses", which became a successful uptake (Lyster & Ranta, 1997). These types of alteration are helpful for both learners, because Sooji can feel a sense of achievement by occasionally taking a role of knowledge provider. Her comprehension of present tense suffix '-s' for 3rd person was shown on Day 11 again.

Again, when teacher gently asked him to take care of her sentences on Day 12 (see Figure 6.2), he fixed his stance and actually used a long stick to

'conduct' her writing ("Okay, let's do this."). He first asked what content she had in mind to write, and kept her on the right track to properly express her intent in the sentence ("Your goal is to write how many birds are sitting on the roof, right?"). While following his advice, Sooji seemed joyful and content with some laughs. Thanks to his active gesture to provide instruction for her, she was not solely a recipient who was dependent on his aid. She suggested him what object to write about for another sentence ("Uh, white hat. Joon, let's do this."), which means she felt like they were constructing a piece together, both of them gathering ideas, negotiating, and deciding.

Figure 6.2 *Individual task sample: What Are they Doing?*

In addition, they started to illustrate a form of collaboration in diaries. On Day 20, Joon demonstrated that "I was in charge of searching vocabulary (on dictionary) and Sooji was in charge of thinking of (expression)." In a similar way, Sooji registered in diary of Day 28 how they divided their duties, commenting that "While Joon (drew) characters and wrote down the plot, I wrote their dialogues in speech bubbles." The progress in deciding each of learners' responsibility has led them to recognize the procedure of role-assigning and build up concrete representation in written phrases.

It cannot be denied that Joon sometimes acted stubborn and sullen. However, he was also being surprisingly mature and considerate with helping Sooji, even though he is not a student who prefers group work as learning style. Day 12 manifests his significant change in attitude and sense of responsibility as a supporter, who does not stop teaching her until the last minute even though he has short of time (see Excerpt 6.2).

Excerpt 6.2 *Individual task: describing scenes*

1 T: 그러면 고기 요 문장만 마쳐.
   Kulemyen koki yo mwuncangman machye.
   Then please complete this one sentence.
2 J: 아니요, 저 땜에 Sooji의 교육기회를 뺏을 수 없어-
   Aniyo, ce ttaymey Sooji-uy kyoyukkihoy-lul ppaysul swu epse-
   No, I cannot take away Sooji's educational opportunities-
3 S: ((웃음)) 안 가고 싶은 거 아니야?
   ((laughs)) An kako siphun ke aniya?
   ((laughs)) (You) just don't want to go, do you?

4 J: 아니야.

Aniya.

It's not like that.

5 S: ((웃음)) 뭐지.

((laughs)) Mweci.

((laughs)) What would it be (then).

6 J: 너를 위해서 내가 희생하는데 진짜.

Ne-lul wihayse nay-ka huysaynghanuntey cincca.

I am sacrificing for you, you know.

On the day Joon had to go to Taekwondo class later, but it took more time for Sooji to finish the task. Even though he was done with individual work, he did not leave until Sooji finished hers and led her to find out proper animals to describe their appearance and behaviors. During improvised interview with his guardian after class, she stated that Joon is mostly mature and cares about Sooji a lot. However, she also admitted that he has some issues about his little sister's getting every attention from adults and goes through inner struggles dealing with big brother pressure. The parent's explanations supplemented Joon's temperamental treatments and teaching styles towards Sooji. The mediator's job would be to inspire his passion to appreciate the partnership and to overcome the difficulties in handling cooperative tasks. The next sub-chapter reviews courses of efforts to overcome disharmony by the pair.

6.2 Conflict and Reconciliation

On Day 17, participants admitted having a small fight doing homework. While helping her work, Joon felt upset because she "should have known basic English rules better given that she has studied for a long time". His concerns stood out more salient in the intermediate interview. Joon admitted that "the proficiency gap is big and sometimes he feels a little bothered". In the way that a prior work by Ferreira and Lantolf (2008) took a great deal of time to convince students that the new pedagogical approach to writing would be efficacious, the researcher had to guide them to appreciate the pair's potentials to operate more productive combination.

After listening to the arguments from both learners, teacher explained how four skills of English are acquired in different pace and how school curriculum mainly concentrates on listening and reading, which make Sooji's learning writing difficult. In turn, the mediator described how much patience and time Joon offers to support her study, which suggests her to understand his efforts. They quietly listened to the mitigation, nodding. The portion of talking about each other's difficulties and sharing opinion was inevitable to refresh the intermediate stage of the session and to encourage collaborative work for the day. It revealed the significance of teacher's role "to clarify the climate before collaboration" (Davidson, 2001, p. 23).

The task was the extension of the previous day's individual task, in

which the dyad recognized words indicating famous cultural attractions of two continents each, matched them to corresponding items, and colored the images. Based on the materials, they were supposed to be 'tour guides' who write about major activities for tourists who are going to visit the continents (see Figure 6.3). Since they were asked to write different verbs for all of eight sentences, they took part in negotiating process for choosing lexical items which would demonstrate intended meanings. Starting the first sentence, Sooji wanted to write "eat ice cream" when Joon already used the verb "eat" As the mediator gently asked her to come up with another word with similar meaning, he suggested "taste" and instructed her how to spell the word.

Not only did they communicate about word choice, the learners also exchanged their opinions about the writing content. While Sooji intended to write about "swimming", Joon advised her to write about the features of continents shown in the picture book. Afterwards when she was not able to bring up any idea other than "swim with a stork", he recommended "play soccer", which was illustrated as "a footballer" in East Africa. Their improvement in taking turn and collaborating revealed in the time taken to complete the task, 19 minutes, which relatively decreased compare to 26 minutes taken on Day 3 for five sentences. Sooji remarked that 'she was proud' of finishing four sentences in less demanding manners. The tension between two seemed assuaged after success in collaboration. As Tremblay

and Gardner (1995) argue, motivation to cooperate improved with the mediator's explanation about why some variables affect differences in pace of language acquisition.

Figure 6.3 *Collaborative task sample: Trip Advisers*
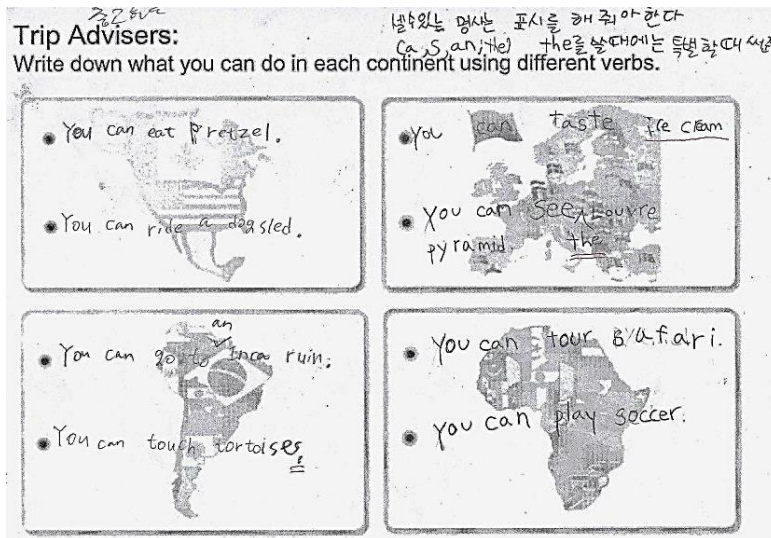
There is a record that Joon expressed hesitation to tune down the content difficulty in order to work with Sooji, and wrote in diary that "he thinks the story is a little bit childish" after composing a five-sentence essay together on Day 8. Twenty sessions later, the pair worked on creating a final storybook composed by designing, drawing, and decorating with origami. As the learners were informed that the story needed to be created by both of them, Sooji first initiated discussion by handing him a baton to decide the content ("Which story will we write?", "Joon, which characters will we

use?"). With her heightened eagerness, Joon also discussed the storyline and the outfits, rearranging the number of characters based on Sooji's origami outfits made last class. It implies Joon's capacity to reconcile with Sooji even though the change has to be made in the original plot he had first in mind (see Figure 6.4).

Figure 6.4 *Collaborative task sample: Create Your Storybook*

As he "built the structure inspired by a game called Freddy's Pizzeria", referred to his diary, he was able to feel more familiar with the storyline. Moreover, he "hoped to read the story when it is finished", revealing more excitement and ownership than he did for the first collaborative story. Influenced by his leadership, Sooji also conveyed in diary that "it would be

really good to see it done" (Day 28). What can be suggested is that more enthusiasm and engagement on the topics covered can elicit more effective and energetic exchange between partners. The last section of the chapter brings to light the dyad's grown eagerness to take charge when participating in the tasks.

6.3 Desire to Become Autonomous

From the start, Sooji had raised multiple questions to the teacher about specific details of the tasks, such as the amount of sentences or the range of writing contents. She also needed teacher's approval before writing sentences. This aspect is understandable considering her age, and pedagogic methods of public English class in which students are asked to follow pre-framed guidelines. Her tendency was addressed similar to "compulsive consulters" (Pujola, 2002), those who consult all the approaches and strategies needed.

Also, Sooji and Joon have been concerned about writing a correct spelling on words. From the first class, when Sooji asked teacher how to spell 'Sashimi', I induced her to try writing it down as it sounded. This gesture meant to increase learner autonomy and give them confidence to attempt to write down lexical items with their phonetic knowledge and intuition. Besides, too much attention on correctness blocks other

mechanisms, such as "risk taking, hypothesis testing, communicating with intentionality, scaffolding and practice", which would lead to narrowing the ZPDs (Mahn, 2008). They were not comfortable with the possibilities of making spelling errors, hoping to depend on teacher about vague knowledge.

This tendency was observed on Day 13, which still turned out to be slightly different between two learners. Joon avoided producing wrong form and chose to write the word in Korean, although Sooji insisted on trying writing any form they brought up. It is observed that Joon feels more insecure about misspelling and more responsible for knowing the lexical information for a collaborative task (see Excerpt 6.3).

Excerpt 6.3 *Collaborative task: describing a video clip*

1 J: "clean machine" 이라고 하니까 뭔가 이상하다.
  "clean machine"- ilako hanikka mwenka isanghata.
  "clean machine" sounds weird a bit.

2 S: 아, 모르니까 그렇게라도 써. (0.3) 청소기에=
  A, molunikka kulehkeylato sse. (0.3) chengsokiey =
  Ah, we don't know (the right form) anyway so just write it that. On the cleaner=

3 J: =알았어. "robot clean" [써본다]
  = Alasse. "robot clean" [Writing]
  =Alright. Robot clean [Writing]

4 S: clean

5 J: "machine", Ai, antway. na "machine" supheylling moluntako i - [지운다]
  "machine", Ai, andwae. Na "machine" seupelling moreundago i- [Erases]
  "machine", ah, nor can do. I don't know how to spell "machine" you- [Erases]

6 S: m u [trying to guess]

7 J: 야, 일단 한글로 써놓자. [한국어로 쓴다]
  Ya, iltan hankullo ssenohca. [Writes it down in Korean]
  Hey, let's just write it down in Korean. [Writes it down in Korean]

It was not only teacher's efforts that were made to encourage learner autonomy. Joon has been active in developing Sooji's independence during instruction. He usually answers her questions when he thinks they are new and legitimate. However, if she asks a question about what he already taught, he refuses to give response right away. This behavior follows his principle for Sooji to come up with the knowledge for herself and become more autonomous. He stimulates her to search the target form they already covered in previous worksheets, saying "I'll be disappointed if you don't." This minimal pressure boosts her examining process and her sense of achievement after finding it.

The belief of his makes him appear harsh on Sooji but it pursues the same path which the researcher believes is right, which is to become more and more responsible to their work. Besides, he improvises quick quizzes to give her opportunities to guess the answer, which takes more time and patience for him. On Day 10, when Sooji needed to figure out the meaning of "parrot", he made her look at the picture on e-book and directed her to find the animal by herself.

Increasing autonomy was not always successful in harmonizing their needs. On Day 12, teacher encouraged both learners to choose the page of electronic picture book about which they would like to write. By chance Sooji picked the same page as the one Joon already selected. Then he started to accuse her of mimicking his decision. There was a small argument about

the issue and Sooji, with her pride hurt, decided to switch to another page in the end.

Despite some disagreements, the learners have learned how to divide their roles in enriching writing contents by themselves. Joon, who does not care for concentrating on details, initially headed collaborative discussion to finish summarizing main incidents they watched in 'Pingu' on Day 13. Then he encouraged Sooji to elaborate the sentences with additional description such as means of transportation and colors. He showed his belief during the task asserting that "Expressing tense in sentences is more important than depicting", based on which he autonomously decided to give Sooji the role of describing considering her learning styles.

On Day 14 the learners manifested transitive facets of autonomy, self-mediation. They participated in an individual form-meaning matching task in which pieces of vocabulary should be attached to the items or activities shown in a picture book. Joon from the beginning practiced think-aloud when guessing the word meanings, and he tried to gain confirmation from the instructor by repeating the sentences as questions. At the same time, Sooji also externalized private speech and attempted to raise awareness (Ohta, 2001) from either Joon or the teacher. She would hope to elicit instruction by both mediators using self-mediation. They both tried to reach the conclusions by agreeing or negating their own hypotheses, which present the strands of cognitive process ("Isn't this a big board for

advertising?", "Oh, he must be playing soccer.").

Think-aloud process by the learners was continuously observed during Day 16 as well when they were participating in form-meaning matching tasks based on a picture book which stimulates cultural and geographical intelligence ("Touring camels sounds strange, isn't it?"). It was proved that self-mediation affects mental process of a learner who is listening (Lantolf, 2000), as their speech usually triggered responses from the partners.

Diaries also prove that learners occasionally prefer to have full authority towards tasks instead of depending on the instructor or the peer. Sooji described Day 14 "a good day" because "she did a task which she could properly finish on her own." She concluded a diary, hoping "she would be able to learn as she did", indicating her satisfaction with the contribution she made in the class. Even though Sooji has a learner style to be inclined with collaborative learning, she expresses the desire to be in charge of what she learns to balance out the degree of dependency during the period.

It was found out that learner autonomy can be realized in a large spectrum when a task is attuned to an individual's interests and preferred learning styles. On Day 25 the pair was instructed to create an advertisement for an automobile, utilizing genuine materials such magazines, history books, or pictures of celebrities. The teacher ensured their freedom to use and combine any materials by any fashion, and encouraged them to write a catching phrase which can represent the most salient quality of the products.

Joon decided to draw, thinking aloud, which he prefers to apply to learning process. Sooji chose to use photographs of celebrities, whom she is interested in.

Surprisingly, Joon brought up the idea to cut the picture of a moose in half and connect it with his own drawing, to create a whole new combination of half-animal and half-vehicle. He humbly declined the praise given by the mediator about his creativity, but his face turned brighter and concentrated on finishing his work (see Figure 6.5).

Figure 6.5 *Individual task sample: Create Your Advertisement by Joon*
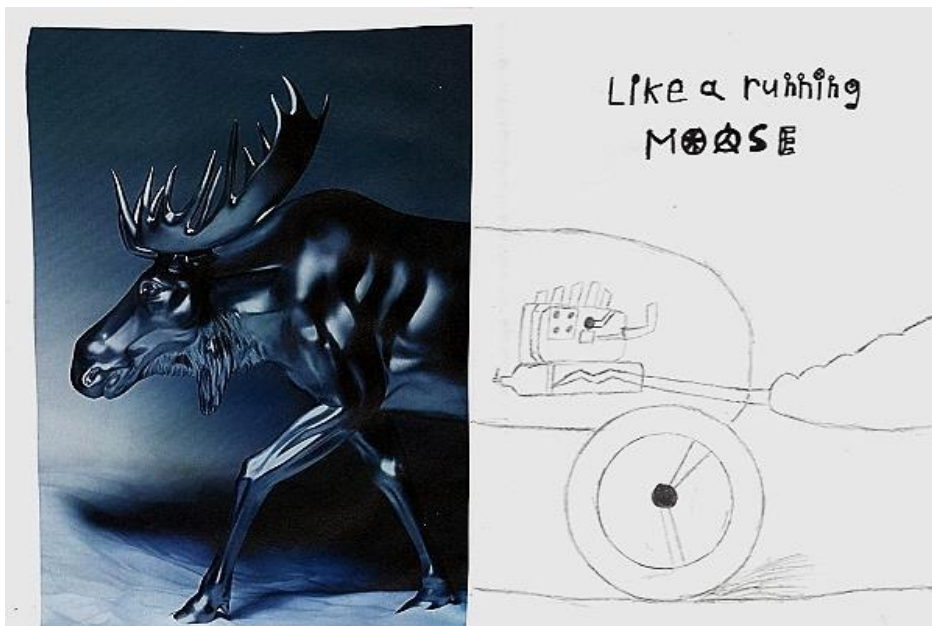
Sooji's attempt to start conversation has not always led to meaningful Language Related Episodes or Content Related Episodes between the

learners, in case Joon refused to answer it. As Big Five Inventory proves, Joon's whimsical personality affects treatment towards Sooji. Sometimes when he is too absorbed into his individual work he does not want to answer her questions. This time on Day 25, however, he did not take pause nor remain silent when answering Sooji's questions like the previous class. He politely taught her how to write "You are 1st.", and corrected her with patience when she wrote "Your" instead of "You are" (see Figure 6.6). While focusing on his work, he kept thinking aloud, expressing how much he was content in his drawing that day. Learners' voluntariness towards collaboration stood out in that no amount of implicit or explicit elicitation by the teacher was recorded for the class.

The compliments towards his work made by Sooji further accelerated his sense of accomplishment. When teacher directed her attention to his advertisement, she conveyed a few exclamations and asked what the phrase meant. The satisfaction relaxed him, which motivated him to spare time to show interest in her work, help her look for the pieces needed, and care to instruct her how to spell the word "cart". Increased motivation was based on responses of his work in the form of the acknowledgement by the teacher and the peer, ensuring that his communicative intent had been recognized with the experiment combining visual effects and new expressions (Mahn, 2008). The dramatic shift in Joon's behavior and attitude proves that willingness to help a partner can increase aligning with heightened self-

95

esteem. When a learner feels a sense of relatedness and competence in a task, it can result in enriching the relationship with learning partners by developing autonomy (Ryan & Deci, 2000).

Figure 6.6 *Individual task sample: Create Your Advertisement by Sooji*
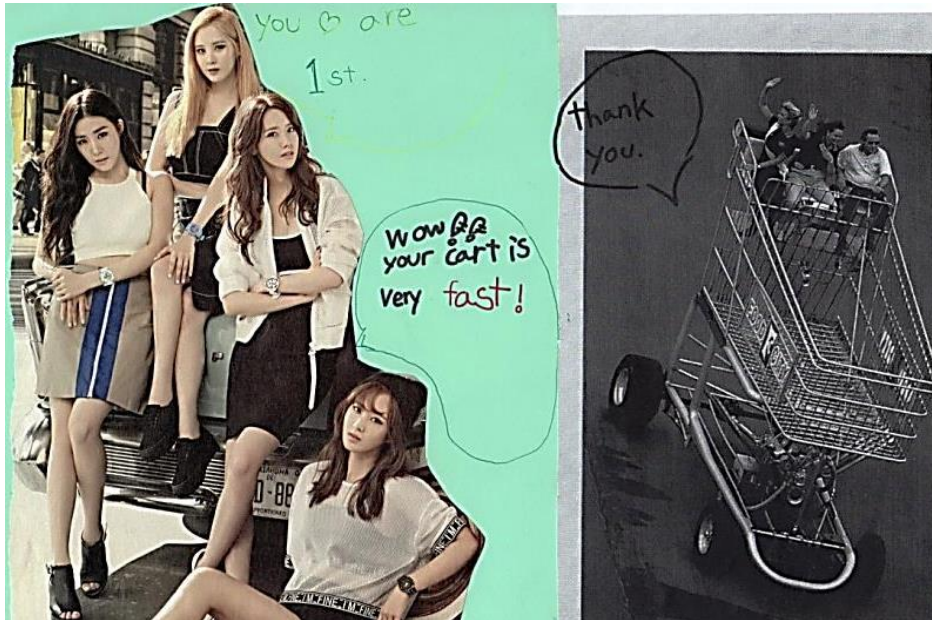
CHAPTER 7
DISCUSSION

Although the relevant results presented in the previous chapters encompass major themes of the current research, there are still some viewpoints to be discussed in a comprehensive, holistic manner. Thus I would like to provide a series of extended examination on the main issues of each chapter corresponding with the research questions, highlighting the mediation among the learners, the teacher, and the materials such as diaries.

To begin with, the pair with distinctive personalities and learning styles constantly expressed their unique characteristics, which are corresponding with some arrays of division from Cohen, Oxford, and Chi's (2001) Learning Style Survey. The procedures to cooperate and reach consensus were not always easy due to the differences, but there were times when they shared the same strategies participating in mutual work. Sometimes they both expressed their preference in collaborative work since it demands less load of work. They even exclaimed "hurray" when I announced that the assignment would require collaborative work on Day 13. By dealing with authentic contexts such as about their small conflicts in everyday lives, furthermore, the dyad was able to be affectively engaged to the subject they write by utilizing the strategy of personalizing and carry out negotiation for real life on Day 7.

Since diaries show gradual expansion of subjects and concepts covered

over the period, they also facilitate the process of teacher's finding out the themes which stimulate learners' interests, and design subsequent tasks to maintain their willingness to participate. For example, Sooji wrote "she liked coloring" and Joon "would like to know more about geography" in diary on Day 16. The content expands the opportunities for the learners to communicate with teacher in written words and expect feedback, such as when they express the frustration with difficult origami skills and suggest that "there should be no more origami tasks" (Day 26). It is useful for teacher to adjust the amount of homework when students report pressure due to the load, which they normally do not in face-to-face situations.

Along with the beliefs of Mahn and John-Steiner (2002), journals provide students enough space to explore their authentic voices which mirror their lives and experiences. They revealed Joon's feelings and thoughts hard to be articulated in front of teacher, such as "The shortcoming of Sooji is that she forgets everything in ten seconds, and it seems that she needs to study English more". As Mahn (2008) stresses, the comfort students have in sharing their thoughts, struggles and growth while writing journals helps the teacher could understand them more thoroughly. For instance, the observer was able to detect cognitive and affective factors which could affect the overall flow of the class, in that the participants described their personal situations such as "worrying about school exam next week" (Day 13).

Furthermore, while writing a diary and reflecting upon the sentences composed, the young writers expressed the willingness to change their attitudes toward everyday lives. After Day 6 when the individuals were asked to write down their strengths, weaknesses, and the efforts they could make to develop, Joon described each item and made a statement that he "wants to work harder to make a progress." Sooji as well showed her desire "to become like her role model (in the future)" in diary on Day 8. These types of resolution signify that L2 writing practices in which he participated actually influenced his mental and emotional state of seeing life. Without diary, the observation would never have been possible.

Young L2 writers engaging in collaborative writing tasks are subject to dynamic internal and external forces which may strengthen or deteriorate learning. Learner identity arising from different background and history constantly construct new route or hinder their track of stepping forward. Identity defines how a person understands his or her relationship to the world, and how the relationship is built across time and space, and how the person understands future potentials (Norton, 2000, p. 5). The research conducted here needs to act as a stepping stone towards individualized L2 writing instruction in which peer mediation plays a major role in creating learner identity.

The next issue highlights the meaningful episodes of learner discourse, raising awareness on the CREs as well as the LREs, to investigate Focus on

Form during collaborative writing tasks. The dyad was able to generate interaction which supported co-constructing written pieces by broadening the contexts and the language forms at the same time. However, to serve as a crutch for the process, teacher intervention was essential. As drawing lines to represent the shift in teacher intervention to trigger interaction on Figure 7.1, the amount of two types of stimulation tends to be in inverse relationships. For example, the number of implicit elicitation peaked on Day 11 and drastically dropped on Day 12, while explicit incitement did not happen on Day 11 and surged to the highest point on Day 12. The reason can be elucidated that the mediator attempted to recreate their bondage in more obvious ways because they had a small argument from the start deciding which page each should take on.

Since the learners needed time to become accustomed to collaborative engagement in varieties of task types (e.g. more demanding; more context-embedded), explicit cues are more frequent and the gaps are more noticeable during the first half of the period. Yet the chasms become smaller and overall amount gradually decreases in the second-half. It corresponds with the researcher's initial intention to orchestrate learner-centered class as the session proceeds. The proportion of the supporter's aid to facilitate interaction is turned out to be appropriate, based on learner's perception observed in the final interview. Joon replied to a question about the perceived ratio of teacher's role in the entire session that it was forty percent,

which gives sixty percent to two partners. Considering teacher's role was intended to act as "discourse manager" (Nassaji, 2000), who enhances students' opportunities to produce and "increase a bidirectional flow of information" (Ellis, 1998), students' recognizing their sixty percent of contribution to overall class gives credit to the efforts.

Figure 7.1 *Number of teacher-generated elicitation*
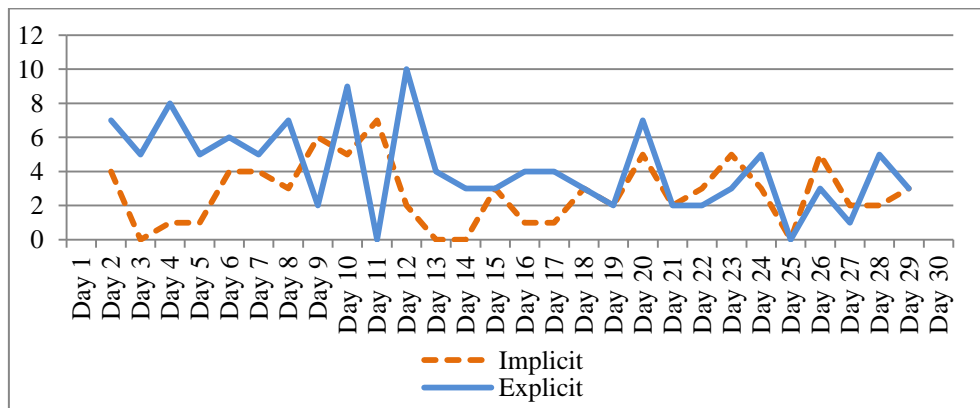
When analyzing again the trace seen in Figure 6.1 which represented the number of learner-generated initiation to interact, it peaked in the middle of the period and declined until it surged on Day 25 and Day 27. There are internal and external reasons why the tendency is not always consistent: a) learners' day-to-day emotions and health conditions; b) manual tasks individually done, such as origami (Day 26), in which conversational exchange is not essential; c) unpredictable tide in relationship between the siblings. On Day 22, for instance, Joon put the chin down on the desk from

101

the beginning of class and did not actively respond to the teacher. Due to his lethargic attitudes, Sooji yawned from time to time and asked the teacher about his work, not to Joon directly. Before Joon confessed that he "was angry with Sooji's recent behaviors", they turned each other's back while working. As a consequence, the sum of tokens of initiation by the learners hit the very bottom.

In order to lessen the fluctuation, teachers who accompany the mediating process should position themselves to "shape patterns of interaction in an attempt to maximize the creation and exploitation of learning opportunities" (Naughton, 2006). Besides, a teacher "as the more able discourse participant" has to be receptive of each learner need and tailor the approach to fulfill it (Vygotsky, 1987). The role of teacher instruction which triggers learners' motivation to decode language rules has been proved significant in the current study. Throughout collaborative task in Day 15, Joon could not come up with correct form of third person present verb of "have", and avoided giving explicit instruction to Sooji. Later when the supporter elicited him to focus on the form, ("When you put "-s" after "have", how does it change?") he was able to speak out loud the target form 'has' without explicit hint.

Diaries as well as previous worksheets helped solidify learners' form-focusing experiences as well. Each day both learners repeated words and expressions. Joon and Sooji both delivered in the final interview that they

feel that diaries may have been advantageous to remember the language features they learned on the previous class. At first when the instructor asked Sooji to articulate six interrogatives on Day 15, for example, she could only come up with two, "where" and "who" even though she previously learned all of them. Then the instructor encouraged her to 'identify which piece of worksheet contained the information'. It took about forty-two seconds, but she succeeded in finding out the worksheet and diary where she took a note, and correctly pronounced "how" and "why". Likewise, searching previous linguistic information might help consolidate existing knowledge (Lyster, 2007).

Moreover, the learners were able to voluntarily refer to diaries in order to apply lexical items previously learned to new sentences in different contexts. Joon and Sooji participated in a collaborative task on Day 15 to describe in written sentences what a boy would wear. They wanted to write "yellow stripy T-shirt" when Joon suggested the word "string" for "stripy". Then Sooji started to thumb through the pages in her diary, and spotted among the sets of vocabulary, listed after Day 10, the word "stripy". She even taught him how to spell "stripy" to Joon ("Write like this."). It may have triggered "semantic priming" which illustrates speakers' process to produce a word more promptly when they have experienced noticing to a word related in meaning (Trofimovich & McDonough, 2011).

Not only for semantic features, but also has it shown the effectiveness of

articulating grammatical features in written L1 sentences. The analysis on diary samples demonstrates that there is "There is only one verb in one clause" in Joon's diary after Day 11, and it reappears in diary on Day 13 with different phrases, "There should not be two verbs in one clause". As displayed in Excerpt 5.3, Joon finally exercised self-correction while negotiating with Sooji, which shows syntactic priming effect of diary writing. The findings lend support to N. Ellis's (2005) statement that repetition to exemplars promotes the acquisition of specific lexical/grammatical items associated with linguistic systems.

The last agenda would be how the relationship between the learning partners has gradually shaped their writing experiences. The learner pair as cheerful partners usually brightened the atmosphere of lessons and built beneficial companionship. Because there were times of conflict and disappointment learner experienced during fifteen weeks, it is too soon to conclude that any sibling can be great learning partners. Still there is a silver lining that the points of view towards each other could have positively changed. While Joon was correcting Sooji's pronunciation of "pirates" and teaching her the meaning of the word "sheep", he smiled a lot and teased her, which Sooji enjoyed as well (Day 10).

As observed in their diaries as well, after Day 25 when students finished creating an ad, Joon explained the details of his work and added the components of Sooji's commercial, describing that "Sooji attached a picture

of celebrity and a picture of a car each and inscribed a phrase. I completed one piece, and Sooji finished two." What is astonishing is that he first time expanded his diary illustrating Sooji's individual task outcomes, even though they were done separately from his work. It can be assumed that not only doing collaborative tasks but also participating in individual tasks may Joon have felt partnership towards Sooji and relevance with her learning. As siblings, they were able to make the most of their bonds to seek mutual accomplishment resulting from joint efforts (Johnson & Johnson, 2001). More benefits of a tight bond between L2 learning peers can be examined in future classroom-based researches.

Not only has Joon's stance changed, Sooji has gone through mental and emotional growth. She as a younger sister has been familiar with being more brisk, immature, and forgivable one who takes it for granted that Joon can embrace her childlike qualities. She easily calls for the role she would like to take, without regarding what he wants first. However, when choosing pictures to use in an individual task on Day 25 she gave Joon the opportunity to pick first and changed her mind to different one. Besides, in her diary for the last day she "thanked the instructor not yelling at her brother at once when he was rude". The transformation shown between two learners is consistent with Storch's (2002) claim that in negotiated interaction they "negotiate not only about the topic but also about their relationship".

Thus, role-assigning to students may be very helpful in classrooms as Zhou (2012) suppose. Playing certain meaningful roles may lead them to generate particular identities in society (Burke, 2009). Identity and L2 production work in bi-directional ways since identity enlarges motivation to learn L2 and the language in turn bolsters learner's identity representation. As the roles during L2 learning stages experience constant change, learner identities will discover new pathway to transform themselves.

CHAPTER 8
CONCLUSION

A trail of investigation into collaborative task participation by early L2 writers is coming to an end. This chapter closes the current study with proposing academic and educational implications (Section 8.1) and suggesting future path of further research (Section 8.2).

8.1 Theoretical and Pedagogical Implications

The current study not only illuminates the possibility of Dynamic Assessment (DA) to be applied to Korean EFL classroom settings, but also draws attention to another level of assessing scheme: DA between learning partners. Dynamic Assessment approaches encourage the assessor to actively collaborate with learners and intervene in the developmental process to uncover abilities not easily observed in traditional evaluation (Feuerstein et al, 1988). In other words, cooperation between mediators and learners not only reveals "a zone of potential development" (Negueruela, 2003) but also enables learners to display their abilities (Lantolf & Poehner, 2008) with the premise of "testing what is taught" (Harper et al., 2001).

Regular assessment eliminates learners' access to external aids such as computers, reference materials, and other aids from a more adept being. However, one of the objectives of the current study is fully investigate

learners' potential capacity to benefit from supports from mediators, previous worksheets and homework, and online resources. Therefore, I devised the formative evaluation for Day 18 to elicit the learners' ongoing interaction so that the peers would go through mediated assessment based on gained knowledge and collaborative strategies by the first half of the session. With a series of interaction such as when Sooji asked Joon how to spell "sister", or he asked confirmation from the instructor about using future modal "will", the dyad could have the opportunities to expand their potential aptitude along with confirming knowledge they acquired.

Widening the frame of DA operated by learners themselves, it is possible that both learners who engage in the social interaction can be evaluated at the same time. After completing the formative evaluation on Day 18, the teacher elicited them to exchange their work and advise each other what could be added or revised. In the process, Joon commented on her omission of capital letters and possessive markers.

Even though Joon was the one who supports Sooji's learning, it can be examined that he has acquired the use of possessive markers. The observation demonstrates that the instruction Joon gives to Sooji can also be assessed as well as play a role in evaluating Sooji. Her asking Joon to see if she wrote the correct forms of past tense verb in the editing process reveals that she has developed "learner reciprocity" (Lidz, 1991), which encompasses not only learners' responses to mediation offered, but also their

appeal for additional support (Lantolf & Poehner, 2008). The findings suggest theoretical insights to DA practice which could enhance efficacy and create friendlier environment.

It is revealed that the final evaluation performed as DA on the last day of the session can draw out their conceivable performance for the next stage of L2 learning. While solving the problems, Sooji encountered a set of questions in which she needed to fill out five blanks in a paragraph describing a horse, choosing an appropriate word each from eight examples with images. She seemed overwhelmed and a little stressed due to her language anxiety, feelings of apprehension associated specifically with learning a new language (Horwitz, 2001), which led her to block the cognitive process and avoid venturing lexical items she would know.

Witnessing her struggle, the teacher gave her first hint to focus on the words preceding the blanks, using a sample answer shown in the first sentence. She at first was not able to come up with the meaning of "four" preceding the word "legs", which kept her reflecting for ten seconds. After the instructor pointed out "two ears" and "two eyes" in the sentence and asked her again, she could speak the meaning out loud. In the same manner, the mediator stressed the word "long" before the blank and asked her to read aloud "on the head" following. After articulating each word meaning in the phrase, she finally was able to choose the target word "hair" on her own. By stimulating the student's cognitive process while testing, the expert

109

performed a single DA procedure which served both an evaluation and an instructional role (Lantolf & Poehner, 2008).

As the teacher afterwards suggested her to read the sentences out loud, take her time, and relax filling out the rest of the blanks, she managed to complete them with five-minute absorption, for herself. The case shows the success of individualized scaffolding, which is also proved by Poehner's (2007) description of a learner mediating her own performance with a supporter's presence. This finding supports implication made by van der Veer and Valsiner (1991) that individuals may generate various achievements when offered assistance composed of hints, leading questions and demonstrations. And the assistant can be a more able peer who would give and take benefits of collaborative learning relationships.

Every interaction performs both an instructional and evaluative function, according to Poehner (2007). Besides, Aljaafreh and Lantolf (1994) discovered that there is a significant gap between a learner performing a task by oneself and completing the one with a tutor or mediator existing. Sequences of evaluation need to be designed considering interactive L2 development between learners so that the measurement can continuously promote individual progress.

Viewing the results through more pedagogical lens, it is impossible to apply "one size fits all" approach to classroom activities due to the differences in students' levels and styles as Mackey and the co-writers (2013)

contend. It is natural the frequencies of meaningful negotiation vary according to the task characteristics and personal variance (see Figure 5.1), but teachers should arrange various task composition considering dyad styles in order to try to alleviate the differences. Based on the premise that a healthy portion of instruction is cooperative (Johnson & Johnson, 2001), mediators can fine-tune their support to encourage learners with different personalities and learning styles to appreciate the task assortment. In the process, keeping flexibility in the amount of dyad task according to various learner styles is essential.

Teachers need to maintain responsibility for providing and responding to types of feedback to develop a track of tasks learner-centered (Bruton & Samuda, 1980). They ought to be strategically trained how to manipulate scaffolding and feedback techniques in the right timing and with proper length of negotiation sequences, so that learners can generate more meaningful negotiation and increase autonomy through dyadic collaboration. Sometimes, learners' psychological state existing at the time of learning might not properly match that required at the time of expression (Segalowitz 1997, p. 105). Joon especially was bothered when Sooji asked him questions while he was concentrating on his individual work. This reaction is likely to occur with other learners who prefer to finish task solely in actual classroom as well.

As Long (2014, p. 245) points out, what a task designer has intended in

the first place may not be fulfilled by how students actually react. To lessen the risks and reinforce optimal conditions, invigorating practice and training should be provided, not to mention a reward which honors his/her efforts and constant feedback session from learners. Teachers may make more effective moment-by-moment decisions (Ellis, 1997) to arrange the atmosphere and adjust the amount of collaboration. More intervention and guidance should be made to better exploit learner potentials (Lyster et al, 2009).

Suffice it to say that the current study promotes the idea that individualized learning should complement whole-class instruction (Ehrman & Leaver, 2003) so that both approaches should be balanced in harmony. The individual differences such as motives and histories lead to different structures of engagement even in the same activity. Accordingly, classroom-friendly tasks embodying a wide variety of learner selves should be devised so that "the help and feedback is designed to respond suitably to these groups" (Levy & Stockwell, 2008).

8.2 Suggestions for Further Study

Although the present study was built upon academic ground and in-depth analysis, more efforts can be made to supplement the results. Most case studies, including the current one, share the same concerns about the

number of participants. Still, the credibility of the small study can be asserted by thick and rich description which will allow corroboration with future studies (Mahoney, 2012). Since the study was conducted for one session, the results cannot be generalized as typical presentation of young Korean EFL learners. As Mackey and her colleagues (2013) propose, future studies can investigate more than one dyad composed of more dynamic learner differences and figure out how different types of activities would be employed according to learners' development and perceptions. That way how affective filters show variance with larger social contexts (Norton, 2000) can be elucidated for enough amount of time to compile comparable results. Also a post-hoc analysis, which is to be operated after an amount of time passes, can further aid in probing longer-term impacts of learning experiences (McDonough, 2011) and supporting the validity of the results.

Future studies in concert with feedback analysis can designate their focal points on uptakes, as a "pushed output" (Swain, 1995) occurring after feedback during peer mediation. Successful uptakes can be generated as a form of learners' responses to feedback after noticing within the context of meaning-focused language activities. As Lyster and Ranta (1997) propose, I tried to exploit planned and improvised elicitation at the very moment but elongated negotiation sequences instead of expecting learners to produce successful uptake right away (Loewen, 2004) to help them ease up re-producing the output. Similar efforts can be made in student-generated

feedback, which has more possibilities to create successful uptakes "because they involve students in greater amounts of processing" (Lyster & Ranta, 1997). Since the participants in the study were able to have the benefit of peer feedback by producing correct uptakes (e.g. Excerpt 5.7, Line 16), further research which encourages more peer elicitations and recasts would stand out promising.

The setting for interactions in L1 was inevitable considering the learners' age and level of English proficiency. Although the mediator tried to converse in more and more English sentences as the session developed onto the second-half stage, it was not possible to "turn off" L1 usage by the participants (Sunderman & Kroll, 2006). As Day and Shapson (1996) observed, however, in classroom settings where learners share the same first language, their use of first language to complete collaborative tasks can be beneficial in second language learning and teaching. When the tasks encourage learners to express genuine ideas or feelings, it is beneficial to induce the contents to spring from their own cognition with their own mother tongue.

Prospective researchers can contrive studies about L2 literacy achievement while concentrating more on enhancing L1 literacy skills. The ground is provided by Cummins (2001) that literacy-related abilities are interdependent across languages, which means knowledge and skills acquired in one language can be transmitted to the other. Developed L2

literacy skills, with a variety of genres and more technical aids, can in turn cast positive effects on L1 ability since "learning in second language also mediates learning in first language" (Dworin, 1996).

Since most young learners these days live in a multicultural society exposed to more than one language, exploring children's motivation to learn to read and write in multiple languages can be a possible candidate for future inquiries. Globalization has brought a dramatic increase in "the mix of colors and different cultures" (Taylor, 1991), which has situated children in multinational communities full of "multilingual and multiliterate societal resources" (Reyes, 2012). Educators, with crutch of school and social administrative experts, should consider growing populations of culturally, linguistically, and economically diverse students to meet their educational and linguistic needs, as Lindholm-Leary (2001) notes. L2 specialists can therefore attempt to figure out how to create the synergy out of the various combinations of learner identities in classrooms.

In the present study the guardians merely intervene the session by participating improvised interviews and encouraging the pair to finish homework. However, the importance of parents' role can be more highlighted in coming researches. As Bermudez and Marquez (1996) assert, children benefit from their parents' support and involvement in their education. Building strong partnerships with parents can lead to their active engagement to the education process, which could create "language ecology

environments" (Reyes, 2012) interconnecting educational opportunities at home, in their communities, and in the classroom. Gardner (1985) also advocates their advantages to ameliorate children's integrative motivational orientation in a warm and supportive environment, which will accelerate second language development. With expertise in the personality and conditions of their own children, guardians can be extant as teacher assistants in and outside the class while communicating with participants and speaking for their needs.

Beginners of language learning who are in between developing stages are represented as malleable cognition and eccentric sentiment. These qualities make them unpredictable, but the fact that they are ready to embrace any stimulation builds up their own strength in SLA. The one question a researcher needs to unravel is how to flourish their "built-in syllabus" (Corder, 1967) and the iridescent nature. Portraying the profiles would help figure out why learners react differently according to types of tasks, peer response, and teacher feedback, and find out how to create the best model according to learner's unique styles. In addition, vigorous communication with parents can help teacher decide the future path class is taking and revise the instruction according to learner individuality and subtle behavioral changes, which are difficult to be observed in classroom. There are a lot of responsibilities to take care of as a course designer, knowledge-giver, pacifier, leader, and also a companion. To watch your

buds grow into beautiful vines upholding each other, one knows it is definitely worth doing. ■

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Appendix

Appendix A. Samples of Perceptual learning style preference questionnaire
(Edited from Reid, 1987)

이름 : _____ 나이 : 만 _____ 세 성별 : _____
(Name)   (Age)   (Gender)

이 질문은 여러분이 가장 좋은 방법으로 학습할 수 있도록 돕기 위해 만들어졌습니다.
아래 보기는 영어를 학습할 때에 관해서 적혀있습니다. 여러분이 강하게 동의하는지 (5),
동의하는지 (4), 모르겠는지 (3), 동의하지 않는지 (2), 전혀 동의하지 않는지 (1) 선택해주
세요. 알맞은 숫자에 빠르게 동그라미하고 다시 바꾸지 않으려고 해보세요.
The questionnaire is conducted to help you learn with the most suitable manners. The examples below
regard English learning situations. Please choose if you strongly agree (5), agree (4), do not know (3),
disagree, (2), or strongly disagree (1). Do not hesitate to circle the right number and please try not to
change your choice.

1. 나는 선생님이 학습에 대해 설명을 제공해 줄 때 더 잘 이해한다   5   4   3   2   1
    When the teacher tells me the instructions I understand better.

2. 나는 수업에서 어떤 활동을 하면서 배우는 것을 선호한다.   5   4   3   2   1
    I prefer to learn by doing something in class.

3. 나는 그룹 내에서 공부할 때 더 많이 배운다.   5   4   3   2   1
    I learn more when I study with a group.

4. 나는 선생님이 칠판에 적어준 것을 읽을 때 학습하기가 더 쉽다.   5   4   3   2   1
    I learn better by reading what the teacher writes on the chalkboard.

5. 나는 수업 시간에 내가 들은 것을 읽은 것보다 더 잘 기억한다.   5   4   3   2   1
    I remember things I have heard in class better than things I have read.

6. 나는 무언가의 모형을 만들 때 더 잘 학습한다.   5   4   3   2   1
    I learn more when I can make a model of something.

7. 나는 혼자 공부할 때 더 잘 기억하고 배운다.   5   4   3   2   1
    When I study alone, I remember things better.

8. 나는 수업 프로젝트로 무언가를 제작할 때 더 많이 배운다.   5   4   3   2   1
    I learn more when I make something for a class project.

9. 나는 공부할 때 그림을 그리면서 더 잘 배운다.   5   4   3   2   1
    I learn better when I make drawings as I study.

10. 나는 수업시간에 역할 놀이를 할 때 더 잘 이해한다.   5   4   3   2   1
    I understand things better in class when I participate in role-playing.

Appendix B. Samples of The Big Five Inventory questionnaire
(Edited from Costa & McCrae, 1992)

아래 항목들은 여러분의 성격과 잘 맞거나 그렇지 않은 특성들입니다. 자신을 되돌아보고 각각의 문장에 어느 정도 동의하는지를 숫자로 표기해주세요.
The items below are a number of characteristics which may or may not apply to you. Please reflect on yourself and write a number next to each statement to indicate the extent to which you agree or disagree with the statement.

1. 매우 동의하지 않습니다. Strongly disagree
2. 약간 동의하지 않습니다. A little disagree
3. 모르겠습니다. Do not know
4. 약간 동의합니다. A little agree
5. 매우 동의합니다. Strongly agree

나는 나 자신을 이러한 사람이라고 생각합니다.
I See Myself as Someone Who…

_____ 1. 말이 많은
     Is talkative

_____ 2. 다른 사람의 잘잘못을 따지는
     Tends to find fault with others

_____ 3. 꼼꼼하게 일을 하는
     Does a thorough job

_____ 4. 우울한
     Is depressed

_____ 5. 새로운 아이디어를 생각해내는
     Comes up with new ideas

_____ 6. 소극적인
     Is reserved

_____ 7. 남을 잘 돕는
     Is helpful with others

_____ 8. 다소 부주의한
     Can be somewhat careless

_____ 9. 느긋하고 스트레스를 잘 해소하는
     Is relaxed, handles stress well

_____ 10. 많은 다양한 것들에 호기심이 많은
     Is curious about many different things

_____ 11. 에너지로 가득 찬
     Is full of energy

_____ 12. 말다툼을 유발하는
     Starts quarrels with others

_____ 13. 게으른 편인
     Tends to be lazy

_____ 14. 차분한
     Is emotionally stable

_____ 15. 창의적인
     Is inventive

_____ 16. 적극적인
     Is assertive

_____ 17. 냉정한
     Can be cold

_____ 18. 인내하는
     Perseveres

_____ 19. 변덕스러운
     Can be moody

_____ 20. 예술적인
     Values art

_____ 21. 수줍음 타는
     Is sometimes shy

_____ 22. 배려하는
     Is considerate

_____ 23. 효율적인
     Does things efficiently

_____ 24. 침착한
     Remains calm

Appendix C. Samples of Pre- and Post-Tests from Cambridge English Language Assessment (Flyers)

Part 4
– 6 questions –

Read the story. Choose a word from the box. Write the correct word next to numbers 1–5. There is one example.

Helen Green is a ....clever.................... girl who loves school. Helen likes

learning and (**1**) .... out about old things, so she was

very happy when her mum said, 'Today, we are going to a place full

of old things like cups, bowls, chairs, dolls and dinosaurs! Can you

(**2**) .... where we are going to go?'

Helen's little sister Lucy didn't answer, but Helen shouted, 'A museum!'

Mum smiled and said, 'Helen's right. Let's go!'

When they were there, Mum took the girls to the dinosaur room,

but Lucy didn't want to go in. 'What's the matter? Why are you

(**3**) .... ?' asked Helen.

'The dinosaurs might eat me,' said Lucy and she started to cry.

'You mustn't think that,' said Helen. 'Dinosaurs have been extinct for

(**4**) ....'

Lucy stopped crying because she was so surprised. She looked at her mum

to see if she (**5**) .... with Helen. Then Lucy laughed,

and the girls ran to look at the dinosaurs.

example				
clever	yesterday	guess	finding	afraid
agreed	dangerous	forgot	seeing	centuries

(**6**) **Now choose the best name for this story.**

Tick one box.

The expensive bowl ☐

Lucy learns something new ☐

The angry dinosaur ☐

Part 5

– 7 questions –

Look at the picture and read the story. Write some words to complete the sentences about the story. You can use 1, 2, 3 or 4 words.

<u>Emma's favourite doll</u>

My name is Betty and I have a little sister called Emma. She has lots of dolls, but her favourite one is called Daisy. Mum and Dad gave it to her when she was a baby and she takes it everywhere with her. She takes it to school and to her bedroom and when we sit down to eat, the doll always sits next to Emma.

Last Sunday, our family went to the park to have a picnic. We took our dog, Treasure, with us and of course, Emma took Daisy too. There were a lot of people in the park because it was sunny. We found a place near the lake to have our picnic. After lunch, Emma and I went on the swings. After a few minutes, Emma said to me, "Betty, I want Daisy on the swing with me. Can you go and get her for me?" "OK!" I answered.

But when I went back to our picnic, Daisy wasn't there. "Mum!" I shouted, "we've lost Daisy!" Dad looked in all the bags and Mum and I looked under our sweaters and other things, but we couldn't find her. I went to tell Emma the bad news, but when I got there, I saw Treasure. He carried Daisy carefully in his mouth. "Look!" said Emma, "Treasure has brought Daisy to play with me. He's very kind."

Examples

Betty has ......*a little sister*...... called Emma.

......*Daisy*...... is Emma's favourite doll.

Questions

1   Emma got the doll when she ....

2   Daisy always sits .... Emma when she eats.

3   The family had a .... in the park on Sunday.

4   The park was full of people because ....

5   Emma and Betty played on .... after lunch.

6   Mum and Betty looked everywhere, but they .... the doll.

7   .... brought the doll to Emma.

145

Part 7

– 5 questions –

Read the email and write the missing words. Write one word on each line.

Dear David

Example   Tomorrow is my birthday. ......*What*...... shall I do?

1   I'd like to go to a restaurant .... you and

my other friends. We could have pizza and ice cream,

but Mum and Dad say it's more fun to go to the park

2   and .... football.

3   I think going to the restaurant is better ....

4   going to the park but I .... everyone to

enjoy my birthday.

So I have decided to ask all my friends to choose. Then

5   I can tell Mum and Dad. What .... you like

to do tomorrow?

Please email back quickly. Thanks!

Appendix D. Samples of Pre- and Post-Tests from Cambridge English Language Assessment (Starters)

Part 3
– 5 questions –

Look at the pictures. Look at the letters. Write the words.

Example

s o f a

Questions

1

_ _ _ _

2

_ _ _ _

3

_ _ _ _

4

_ _ _ _ _

5
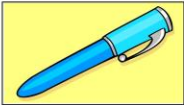
_ _ _ _ _ _

147

Part 4
– 5 questions –

Read this. Choose a word from the box. Write the correct word next to numbers 1–5. There is one example.

A cat

I live with Sam. My .... *body* .... and tail are black. I see with

my two green (**1**) .... I walk and run on my four

(**2**) .... and I live in Sam's (**3**) ....

I like eating meat and fish and I drink (**4**) ....

I sleep a lot in the day and I catch (**5**) .... at night.

What am I?
I am a cat.

example

| body | pen | radio | legs |
| garden | mice | eyes | milk |

148

2   Who is holding the cat?   *a* ....

3   What is the teacher doing now?   ....

4   Where is the cat now?   *at the* ....

5   How many children are looking
     at the cat?   ....

Appendix E. Task description sample; What if your role models were friends? (Day 9)
(Format adapted from Long, 2015)

1) Target task-type
open; convergent; resource-directing; planned; familiar
2) Target task topic
Create a story with real-life figures learners have chosen based on the information searched by themselves
3) Duration
20 minutes
4) Instruction
Teacher encourages learners to make use of background knowledge they have discovered throughout the assignment. She gives a few examples they can add in the sentences such as two main characters' age, residence, and specific talents. Learners are advised to negotiate the writing content and equally participate in writing process.
5) Pedagogic task sequence
- Reviewing homework
- Discussing the content and structure of a story
- Co-creating a story with chronological order
6) Assessment/Exit task
Revising and elaborating story with teacher's Focus on Form instruction

Appendix F. Diary by Sooji (Day 10)

오늘 배운거: parrots- 앵무새
crab - 게 ship -배 sheep -양
island - 섬 spade - 삽 ab
ove - ~~ 높이 떠있는 (아주높이)
sheep , fish , deer 은 복수
여도 똑같다. deer - 사슴 jelly
fish - 아기(아7)
느낀점: 오늘 숲은 그림 찾기를 하였다. 이렇
게 하니 더 쉽고 재미있었다 또 나
가 혼자서 할 수도 있는 점이 더 좋다.

Reaching - 뻗치기 high- 높은

~~watch~~ watch - 보다   Stomping 쿵쿵거려

feathers- 털 gentle- 얌전한,순한

~~brown~~

fellow - 내편,세7 purr- 가르랑거리다.

Having-하고있다 tasty- 맛있는   쉬게

Stripy-줄무늬있는 round -둥그란,둥근

Has - 가지고있다.

151

Appendix G. Collaborative task sample: What Happened with Pingu? (Day 13)

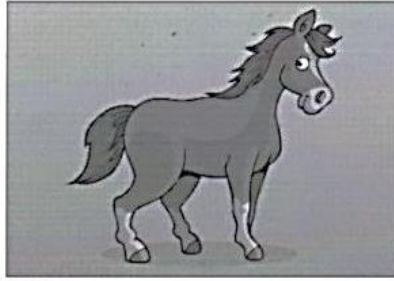Appendix H. Formative evaluation: Describing and predicting task by Sooji

Part 4
– 5 questions –

Read this. Choose a word from the box. Write the correct word next to numbers 1–5. There is one example.
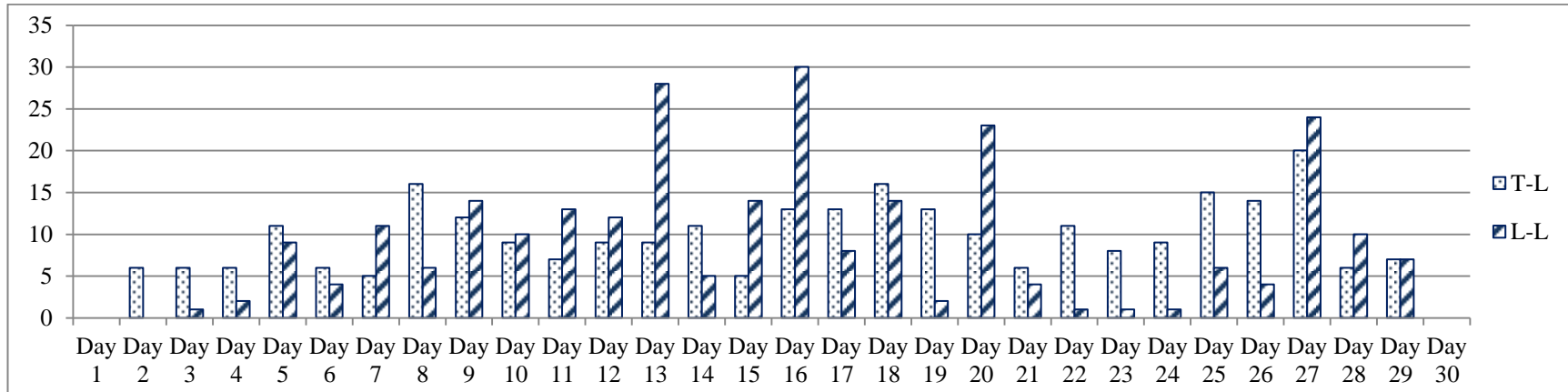
A horse

I've got four .... legs ...., two ears, two eyes and long

(1) ..... h a i r ..... on my head. I'm a big animal. I don't live in

a (2) ..... house ..... or a garden. I like eating

(3) ..... carrots ..... and apples. I drink (4) ..... water ..... .

A woman, a (5) ..... man ..... or a child can ride me.

What am I? I am a horse.

example

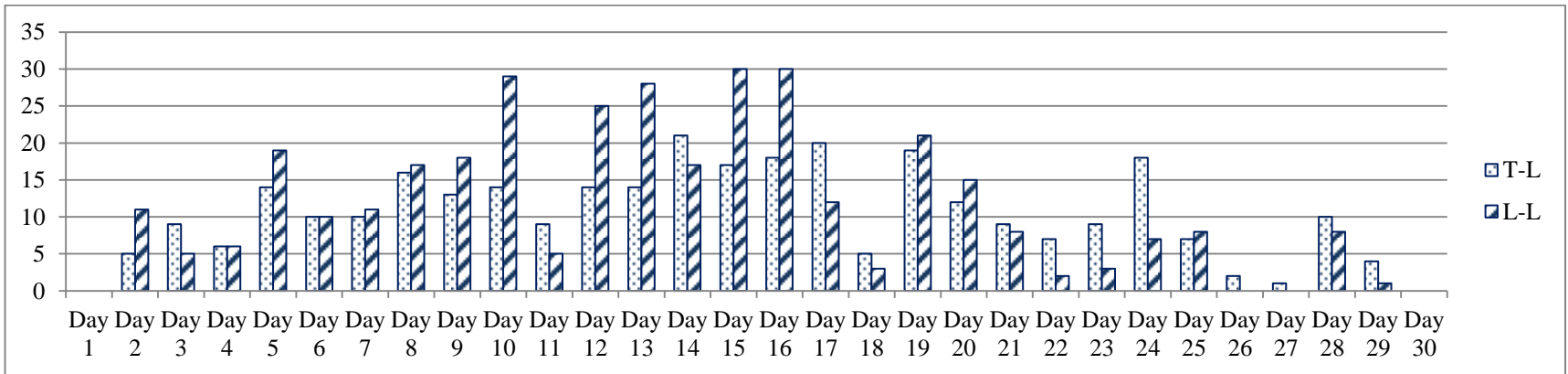|			
legs	hippo	water	carrots
hair	man	house	piano

Appendix J. Comparison of LREs produced by teacher-learner and learner-learner

Appendix K. Comparison of CREs produced by teacher-learner and learner-learner

국 문 초 록

동료 매개에 바탕을 둔 협력 영어 쓰기: 두 명의 아동
EFL 학습자가 쓰기 경험을 변화시키는 과정

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외국어교육과 영어전공
염 세 미

기존 연구에서는 동료 간 상호작용이 어떻게 제2언어 학습에 긍정적인 영향을 미치는지에 관한 논의가 지속적으로 진행되어 왔다. 협력이라는 인간의 본질적 특성은 제2언어 연구에 매진하는 학자들의 관심의 중심에 자리잡아 왔다. 그러나, 상호작용적 담화가 학습자의 쓰기 결과물에 미치는 영향은 여전히 많은 연구가 필요하다. "입력에 대한 민감성" (Long, 2003)이 강하다고 밝혀진 바 있는 아동 학습자는 쓰기 결과물을 창작하면서 상호작용을 활성화시킬 수 있는 적절한 대상이 될 수 있다.

본 연구는 EFL 쓰기 수업 동안 두 명의 아동 학습자가 협력 쓰기 과제에 참여하면서 어떻게 언어·행동적 양상이 상호 간의 언어 발전에 영향을 미치는지 관찰한다. 15주 간의 탐구는 세 가지 연구 문제를 밝히는 것을 목적으로 하는데 이는 다음과 같다: 1) 어떻게 EFL 학습자들이 제2언어 협력 글쓰기에서 자신을 표출

하는가? 2) 어떻게 EFL 학습자들이 제2언어 협력 글쓰기의 의미 중심 문맥에서 언어 형태에 초점을 맞추는가? 3) 어떻게 EFL 학습자들이 제2언어 협력 글쓰기 경험에 반응하는가? 학습자의 다층적인 성격을 깊이 있게 탐구하기 위하여 세부적인 학습자 프로필이 수집되는데, 이는 개인의 학습 요구를 충족하기 위해 지속적으로 발전되는 쓰기 커리큘럼을 형성하는 것을 돕는다.

필사된 수업 담화 및 인터뷰 자료는 쓰기 결과물과 질문지와 함께 수집되어 질적 분석을 거쳤다. 첫 번째 단계의 코딩에서는 협력의 주요 특징을 드러낼 수 있는 네 가지 종류의 담화로 구분하였는데 이는 언어 관련 에피소드 (LREs); 내용 관련 에피소드 (CREs); 교사의 협력 유발; 그리고 학습자의 협력 시도이다. 두 번째 코딩 단계에서는 의미 있는 담화 샘플을 작문 자료와 연관지어 각 연구 문제에 부합하는 세 가지 주제로 분류하였다.

주요 분석 결과는 본 연구를 아우르는 학문적 고민에 부합하는 것으로 드러난다. 먼저 쓰기 동료들의 자기 표출을 관찰한 결과, 뚜렷이 구별되는 학습 양식과 전략을 가지고 있어 조율해나가는 과정이 필요하였다. 다음으로 쓰기 문맥에서 드러나는 언어 형태 초점의 양상을 고려한 결과, 두 학습자가 지속적으로 서로의 중간언어 규칙을 매개하고 형태–의미 간의 관계를 구축해나갔다. 마지

막으로 협력 제2언어 쓰기 경험을 재창조하는 과정에서 학습자 짝은 시간에 따라 책임감을 가지고, 갈등을 조정하며, 자율성을 띠려는 노력을 보였다.

본 연구를 가로지르는 해석과 함의는 학습자 동료 간 이루어지는 협력적 의사소통이 제2언어 쓰기를 학습하는 데에 시너지를 발생시킬 수 있다고 제시한다. 이와 같은 학습 모형의 제2언어 교실에 대한 적용은 추후 연구에서 학습자 간 협력 양상의 다양성과 특수성을 고려하여 장기간 시행의 노력을 거쳤을 때 더욱 구체적인 방향성을 확보할 것이다.

주요어 : 동료 매개; 제 2언어 쓰기; 협력; 학습자 짝; 담화 분석; 학습 양식; 형태 초점(focus on form)

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